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ABSTRACT

The handbook is intended to help programs assist legalized aliens eligible for amnesty meet the education requirements for permanent residency. These requirements include minimal understanding of English and a knowledge and understanding of the history and government of the United States, or pursuit of a course leading to that knowledge. Three sets of competency-based curriculum materials are included: (1) an intensive English-as-a-Second-Language (ESL)/civics curriculum listing ESL competencies by topic and level and civics competencies based on American holidays, to be used to create a combined ESL/civics curriculum appropriate to the community and student level (separate competencies are geared to two literacy levels); (2) a non-intensive ESL/civics curriculum, designed for use with low intermediate-level students; and (3) an intensive 60-hour course of U.S. history and government. Guidelines for the use of each set of materials are provided, and student progress report forms are included in the first two curricula. Competency scope and sequence charts are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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# HANDBOOK

# FOR

# ESL/CIVICS

# PROGRAMMING:

## FOR PHASE II APPLICANTS FOR LEGALIZATION

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PREPARED BY:

THE REEP PROGRAM
ARLINGTON PUBLIC SCHOOLS
1601 WILSON BLVD
ARLINGTON, VA 22209
703 358-4200

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## INTRODUCTION

Under the Immigration Reform and Control Act of 1986, amnesty applicants, who wish to qualify for permanent residency, must demonstrate "minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States" or be "satisfactorily pursuing" a course of study that will enable them to achieve such understanding and knowledge. "Satisfactorily pursuing: is defined as attending a recognized program for at least 40 hours of a minimum 60-hour course, appropriate for one's ability and demonstrating progress toward attainment of ESL and citizenship skills." In addition, the legislation has clear guidelines for curriculum which state that it must:

* teach words and phrases in everyday usage
* include content from the Federal Citizenship Text Series
* be at least 60 hrs long per class level
* be relevant and educationally appropriate for the program focus and the intended audience
* be available for INS review as requested

The contents of this handbook have been designed to help programs assist eligible legalized aliens(ELA's) meet these requirements. The Arlington Education and Employment Program (REEP) developed three different sets of curriculum competencies based on the federal citizenship materials. These three sets may be found in PART I, PART II AND PART III OF THIS HANDBOOK.

## PART I:INTENSIVE ESL/CIVICS CURRICULUM

This section contains a listing of ESL competencies by topic and level which programs may use to create a combination ESL/Civics curriculum appropriate for their community and the level of students that they will be teaching. These competencies are from the REEP Curriculum: Competency-Based ESL for Adults." You should note that there are ESL competencies for two tracks of instruction. Track A competencies are for use with students with low literacy skills and Track B competencies are for use with students possessing good literacy skills.

The CIVICS competencies, also have been arranged into levels (A1/2, A3, B1, B2, B3, and B4) for use in conjunction with the REEP Curriculum: Competency-Based ESL for Adults."

The Civics competencies are divided into units that are generally based on American holidays. Such a basis gives the learners something concrete and relevant on which to base their study of U.S. history and government. This should act to increase the interest and motivation of the adult learners as they are able to relate their discussions to what is going on around them. There are also units on Community," "Growth of the United States," and "Government."

The competencies were designed for use in intensive ESL/civics combination classes offering courses of 120-180 hours of instruction. To use these materials you must:

Step 1 Decide the length of the course you will offer and the program format. For example:

5 days/week 3 hrs/day 12 wk cycles 180 hrs
4 nights/week 2-1/2 hrs/day 12 wk cycle 120 hrs

Step 2 Select the ESL competencies appropriate for the levels that you are teaching and the community in which the student will be living.(These may be determined by a needs assessment.) Next, determine what language functions,grammar and vocabulary need to be taught to express the competencies.

Step 3 Select the holiday competencies that fall within the term you will be teaching. Teach the "Community" competencies after adapting them for your community. Also select competencies from the "Growth" and "Government" units.

A progress report can be found at the end of each civics level and should be filled out for each student. A record of this progress should be kept in his student file. Programs will need to create their own progress reports for ESL, as they customize their curriculum.

PART II: NON-INTENSIVE ESL/CIVICS CURRICULUM

This section contains a curriculum that is designed to provide 60 hrs of combined ESL/Civics instruction. It is meant to be used for students with a MELT-SPL (Mainstream English Training Project's Student Performance Level) of 4. This is a low intermediate type student. The materials in this curriculum are self explanatory. A Progress Report may be found at the end of the level and should be completed for each student.

PART III: US HISTORY AND GOVERNMENT CURRICULUM

This section contains an intensive 60 hour course of history and government. A separate introduction may be found in that section.

PART IV: RESOURCES

Part IV of this handbook contains a bibliography.

The following pages contain Scope and Sequence charts which list the objectives described by the Federal Citizenship Text Series and indicate for each level, under what REEP topic, this objective is covered.

# A-TRACK AND NON-INTENSIVE
# SCOPE AND SEQUENCE

LEARNING OBJECTIVES From Federal Citizenship Text Series

REEP INTENSIVE CURRICULUM TOPICS/ABBREVIATIONS:

| | | | |
|---|---|---|---|
| COMMUNITY | COMNTY | PRESIDENTS' DAY | PRES |
| LABOR DAY | LABOR | ST. PATRICK'S DAY | ST.PAT |
| COLUMBUS DAY | COLMBS | GROWTH OF U.S. | GROWTH |
| VETERANS' DAY | VETS | MEMORIAL DAY | MEMORL |
| THANKSGIVING | THANKS | FLAG DAY | FLAG |
| CHRISTMAS | XMAS | FOURTH OF JULY | 4TH |
| M.L.KING'S B'DAY | MLK | GOVERNMENT | GOVT |

* Indicates that REEP curriculum does not cover the objective at that level.

| # | OBJECTIVE U.S. HISTORY (1600-1987) | REEP TOPIC BY LEVEL LEVEL A1/A2 | LEVEL A3 | NON-INTENSE GOVT. |
|---|---|---|---|---|
| H1 | Identify major reasons why Europeans settled North America. | ST.PAT THANKS | COMNTY ST.PAT GROWTH THANKS | * |
| H2 | Identify early forms of government in the English colonies. | * | THANKS | * |
| H3 | Identify causes of the French and Indian War. | * | * | * |
| H4 | Identify the major principles of the Declaration of Independence. | 4TH | 4TH | * |
| H5 | Describe the main strengths and weaknesses of the Articles of Confederation. | * | * | * |
| H6 | Describe the organization of the U.S. government as established by the Constitution. | * | GOVT | GOVT |
| H7 | Describe the main ways in which the Constitution corrected the weaknesses of the Articles of Confederation. | * | * | * |
| H8 | Identify the Bill of Rights and its importance. | * | * | * |
| H9 | Discuss the development of the U.S. government from the colonial forms of government to the Constitution. | * | * | * |

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| | | | | |
|---|---|---|---|---|
| H10 | Identify prominent individuals who contributed to U.S. history and culture. | PRES 4TH COLMBS THANKS | PRES 4TH COLMBS | * |
| H11 | Identify the first major political parties in the U.S., characteristics and leaders. | * | * | * |
| H12 | Identify the author of the Star Spangled Banner, the circumstances under which it was written, and its importance. | * | FLAG | * |
| H13 | Identify the concept of Manifest Destiny and its effect on the U.S. | * | GROWTH | * |
| H14 | Identify causes of the Civil War, northern and southern viewpoints, Confederate and Union states and leaders. | MEMORL VETS | PRES | * |
| H15 | Discuss the importance of the Emancipation Proclamation. | * | * | * |
| H16 | Discuss the meaning of "government of the people, by the people, for the people." | * | * | GOVT |
| H17 | Identify outcomes of World War I. | MEMORL VETS | MEMORL VETS | * |
| H18 | Identify the purpose and ideals of the League of Nations and the United Nations. | * | * | * |
| H19 | Name causes of the Depression in the 1920's, how it was ended and the measures taken to prevent a recurrence. | * | * | * |
| H20 | Identify outcomes of World War II on the U.S., France, England, Germany and Japan. | MEMORL VETS | MEMORL VETS | * |
| H21 | Define the Cold War. | * | * | * |
| H22 | Identify the main issues leading to the civil rights movement and important leaders. | MLK | MLK | * |
| H23 | Identify the importance of Watergate in terms of the U.S. system of government | * | * | * |

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| # | OBJECTIVE<br>CITIZENSHIP EDUCATION AND NATURALIZATION INFORMATION | REEP TOPIC BY LEVEL<br>LEVEL A1/A2 | LEVEL A3 | LEVEL B3 | LEVEL B4 |
|---|---|---|---|---|---|
| C1 | Describe the relationship between the U.S. form of government and authority, rights and privileges of U.S. citizens. | * | COMNTY<br>VETS<br>MEMORL | * | |
| C2 | Discuss the importance of freedom and independence in U.S. history. | 4TH<br>THANKS<br>XMAS | 4TH<br>THANKS<br>XMAS | * | |
| C3 | Discuss the rights granted by the Constitution and the Bill of Rights. | * | THANKS<br>XMAS | GOVT | |
| C4 | Discuss the rights and privileges of U.S. citizens. | COMNTY | * | GOVT | |
| C5 | Describe citizens' duties and responsibilities to their communities and their country. | COMNTY | COMNTY | * | |
| C6 | Recognize national symbols and landmarks and their importance. | MEMORL<br>FLAG<br>GOVT<br>VETS<br>THANKS<br>LABOR | PRES<br>MEMORL<br>FLAG<br>GOVT<br>VETS<br>THANKS<br>LABOR | GOVT | |
| C7 | Describe the steps to take to become naturalized. | * | * | * | * |

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| # | OBJECTIVE<br>UNITED STATES GOVERNMENT STRUCTURE | REEP TOPIC BY LEVEL<br>LEVEL A1/A2 | LEVEL A3 | LEVEL B3 | LEVEL B4 |
|---|---|---|---|---|---|
| G1 | Describe the organization of U.S. government as established by the Constitution. | * | GOVT | GOVT | |
| G2 | Identify the Bill of Rights and its importance to all people living in the U.S. | * | * | GOVT | |
| G3 | Identify the three main principles of the Constitution. | * | * | * | |
| G4 | Explain the concept of separation of powers and checks and balances. | * | * | * | |
| G5 | Explain the concept of government by the people. | * | 4TH | GOVT | |
| G6 | Name the three branches of the government and the powers of each. | GOVT | GOVT | GOVT | |
| G7 | Discuss the importance of the amendment process. | * | * | * | |
| G8 | Discuss the three levels of U.S. government. | * | GOVT | GOVT | |
| G9 | Explain the procedure for the general Presidential election. | * | PRES | * | |
| G10 | Identify local, state and national leaders. | PRES GOVT | PRES GOVT | GOVT | |
| G11 | Identify types of county and city government. | * | GOVT | GOVT | |

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## B-TRACK SCOPE AND SEQUENCE

LEARNING OBJECTIVES From Federal Citizenship Text Series

REEP INTENSIVE CURRICULUM TOPICS/ABBREVIATIONS:

| | | | |
|---|---|---|---|
| COMMUNITY | COMNTY | PRESIDENTS' DAY | PRES |
| LABOR DAY | LABOR | ST. PATRICK'S DAY | ST.PAT |
| COLUMBUS DAY | COLMBS | GROWTH OF U.S. | GROWTH |
| VETERANS' DAY | VETS | MEMORIAL DAY | MEMORL |
| THANKSGIVING | THANKS | FLAG DAY | FLAG |
| CHRISTMAS | XMAS | FOURTH OF JULY | 4TH |
| M.L.KING'S B'DAY | MLK | GOVERNMENT | GOVT |

* Indicates that REEP curriculum does not cover the objective at that level.

| # | OBJECTIVE U.S. HISTORY (1600-1987) | REEP TOPIC BY LEVEL LEVEL B1 | LEVEL B2 | LEVEL B3 | LEVEL B4 |
|---|---|---|---|---|---|
| H1 | Identify major reasons why Europeans settled North America. | COMNTY ST.PAT GROWTH THANKS | COMNTY ST.PAT GROWTH THANKS | COMNTY ST.PAT GROWTH THANKS | COLMBS ST.PAT GROWTH THANKS |
| H2 | Identify early forms of government in the English colonies. | * | THANKS | PRES | PRES |
| H3 | Identify causes of the French and Indian War. | * | * | * | * |
| H4 | Identify the major principles of the Declaration of Independence. | 4TH | 4TH | 4TH PRES | 4TH PRES |
| H5 | Describe the main strengths and weaknesses of the Articles of Confederation. | * | * | 4TH | 4TH |
| H6 | Describe the organization of the U.S. government as established by the Constitution. | * | GOVT | GOVT | * |
| H7 | Describe the main ways in which the Constitution corrected the weaknesses of the Articles of Confederation. | * | * | 4TH | 4TH |
| H8 | Identify the Bill of Rights and its importance. | 4TH | * | * | 4TH |
| H9 | Discuss the development of the U.S. government from the colonial forms of government to the Constitution. | * | * | * | * |
| H10 | Identify prominent individuals who contributed to U.S. history and culture. | PRES 4TH COLMBS THANKS | PRES 4TH COLMBS | PRES 4TH COLMBS GROWTH | PRES 4TH COLMBS GROWTH |
| H11 | Identify the first major political parties in the U.S., characteristics and leaders. | * | * | * | * |

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| # | OBJECTIVE U.S. HISTORY (1600-1987) | REEP TOPIC BY LEVEL LEVEL B1 | LEVEL B2 | LEVEL B3 | LEVEL B4 |
|---|---|---|---|---|---|
| H12 | Identify the author of the Star Spangled Banner, the circumstances under which it was written, and its importance. | FLAG | FLAG | FLAG | FLAG |
| H13 | Identify the concept of Manifest Destiny and its effect on the U.S. | * | GROWTH | GROWTH | GROWTH |
| H14 | Identify causes of the Civil War, northern and southern viewpoints, Confederate and Union states and leaders. | * | PRES | PRES | PRES |
| H15 | Discuss the importance of the Emancipation Proclamation. | * | * | * | PRES |
| H16 | Discuss the meaning of "government of the people, by the people, for the people." | * | * | GOVT | GOVT |
| H17 | Identify outcomes of World War I. | MEMORL VETS | MEMORL VETS | MEMORL VETS | MEMORL VETS |
| H18 | Identify the purpose and ideals of the League of Nations and the United Nations. | * | * | * | * |
| H19 | Name causes of the Depression in the 1920's, how it was ended and the measures taken to prevent a recurrence. | * | * | * | * |
| H20 | Identify outcomes of World War II on the U.S., France, England, Germany and Japan. | MEMORL VETS | MEMORL VETS | MEMORL VETS | MEMORL VETS |
| H21 | Define the Cold War. | * | * | MEMORL VETS | MEMORL VETS |
| H22 | Identify the main issues leading to the civil rights movement and important leaders. | MLK | MLK | MLK | MLK |
| H23 | Identify the importance of Watergate in terms of the U.S. system of government . | * | * | * | * |



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| # | OBJECTIVE<br>CITIZENSHIP EDUCATION AND NATURALIZATION INFORMATION | REEP TOPIC BY LEVEL<br>LEVEL B1 | LEVEL B2 | LEVEL B3 | LEVEL B4 |
|---|---|---|---|---|---|
| C1 | Describe the relationship between the U.S. form of government and authority, rights and privileges of U.S. citizens. | * | COMNTY<br>VETS<br>MEMORL | VETS<br>MEMORL | COMNTY |
| C2 | Discuss the importance of freedom and independence in U.S. history. | 4TH<br>THANKS<br>XMAS | 4TH<br>THANKS<br>XMAS | 4TH<br>THANKS<br>XMAS | 4TH<br>THANKS<br>XMAS |
| C3 | Discuss the rights granted by the Constitution and the Bill of Rights. | THANKS<br>XMAS | THANKS<br>XMAS | 4TH<br>THANKS<br>XMAS | 4TH<br>THANKS<br>XMAS |
| C4 | Discuss the rights and privileges of U.S. citizens. | * | * | COMNTY | COMNTY |
| C5 | Describe citizens' duties and responsibilities to their communities and their country. | COMNTY | COMNTY | COMNTY | COMNTY |
| C6 | Recognize national symbols and landmarks and their importance. | PRES<br>MEMORL<br>FLAG<br>GOVT<br>VETS<br>THANKS<br>LABOR | PRES<br>MEMORL<br>FLAG<br>GOVT<br>VETS<br>THANKS<br>LABOR | VETS<br>THANKS<br>FLAG<br>LABOR | THANKS<br>FLAG<br>GROWTH<br>PRES |
| C7 | Describe the steps to take to become naturalized. | * | * | * | * |

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| # | OBJECTIVE<br>UNITED STATES GOVERNMENT STRUCTURE | REEP TOPIC BY LEVEL<br>LEVEL B1 | LEVEL B2 | LEVEL B3 | LEVEL B4 |
|---|---|---|---|---|---|
| G1 | Describe the organization of U.S. government as established by the Constitution. | * | GOVT | GOVT | GOVT |
| G2 | Identify the Bill of Rights and its importance to all people living in the U.S. | * | * | GOVT | 4TH |
| G3 | Identify the three main principles of the Constitution. | * | * | GOVT | GOVT |
| G4 | Explain the concept of separation of powers and checks and balances. | * | * | GOVT | GOVT |
| G5 | Explain the concept of government by the people. | * | 4TH | 4TH | 4TH |
| G6 | Name the three branches of the government and the powers of each. | GOVT | GOVT | GOVT | GOVT |
| G7 | Discuss the importance of the amendment process. | * | * | GOVT | PRES |
| G8 | Discuss the three levels of U.S. government. | * | GOVT | GOVT | GOVT |
| G9 | Explain the procedure for the general Presidential election. | PRES | PRES | PRES | PRES |
| G10 | Identify local, state and national leaders. | PRES<br>GOVT | PRES<br>GOVT | PRES<br>GOVT | PRES<br>GOVT |
| G11 | Identify types of county and city government. | * | GOVT | COMNTY | COMNTY |

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# ESL/CIVICS CURRICULUM GUIDE

FOR PHASE II
APPLICANTS FOR LEGALIZATION

INTENSIVE FORMAT

REEP
ARLINGTON EDUCATION
AND EMPLOYMENT PROGRAM
1601 WILSON BOULVEVARD
ARLINGTON, VIRGINIA 22209

# ESL/CIVICS
# CURRICULUM GUIDE

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# A1 LEVEL/SPL 0-1
# ESL OBJECTIVES

PERSONAL IDENTIFICATION

1. Answer questions: self
2. Complete data forms
3. Differentiate/spell names
4. Greet and take leave

HOUSING/CLASSROOM

*1. Respond to commands
2. Identify rooms/furniture

TIME/WEATHER

1. Ask/answer questions: time
2. Read/write date and birthdate
3. Ask/answer questions: day/ date

MONEY/BANKING

*1. Produce requested amounts
2. Read price tags

CLOTHING/CONSUMERISM

1. Ask/answerquestions: clothes/price
2. Suggest clothing for weather

HEALTH

1. Identify body parts
2. Identify illnesses
3. Read appointment cards

TRANSPORTATION

*1. Follow one-step directions
2. Ask/answer questions: transportation

FOOD

1. Identify/match food items
2. Ask/answer questions: prices

INSTRUCTIONS FOR THE TEACHERS:

-Select appropriate ESL competencies. Teach language functions, grammar, vocabulary needed to perform the competencies.

-Select and teach civics competencies appropriate for this level from the following pages.

# A2 LEVEL/SPL-2
# ESL OBJECTIVES

## PERSONAL IDENTIFICATION

1. Ask/answer question: self
2. Complete data form
3. Introduce self/others

## TIME/WEATHER

1. Tell time
2. Read appointment cards
3. Ask/answer questions: routines

## MONEY/BANKING

*1. Produce correct change
2. Indicate incorrect change

## CLOTHING/CONSUMERISM

1. Describe lost child/robber
2. Ask where items are located

## TRANSPORTATION

1. Give two-step directions
2. Ask for bus information

## HOUSING

1. Identify rooms/furniture
2. Ask someone to perform chores

## FOOD

1. Identify foods orally/writing
2. Determine less expensive store

## HEALTH

1. Identify illnesses/injuries
2. Suggest treatment
3. Respond to instructions

## COMMUNITY SERVICES

1. Purchase stamps
2. Address an envelope

## FINDING A JOB

1. Ask/answer questions: job titles, places, tasks, tools
2. Completes simplified application

## ON THE JOB

*1. Follow two-step instructions
2. Explain safety signs
3. Ask/answer questions: work schedules

## INSTRUCTIONS FOR THE TEACHERS:

-Select appropriate ESL competencies. Teach the language functions, grammar, and vocabulary needed to perform the competencies.

-Select and teach civics competencies appropriate for this level from the following pages.

# CIVICS COMPETENCIES

## LEVEL A1/2

**COMMUNITY**
Identify country of origin on a world map or globe.

Identify the United States on a world map or globe.

Identify the number of states in the USA.

Describe responsibilities as students in the REEP program (no smoking in the building, no eating in the classrooms, coming to school on time, calling when absent).

**GOVERNMENT**
Identify the current president.

Identify the residence of the US president.

Identify the Capitol as the building where Congress works.

**GROWTH OF THE UNITED STATES**
Identify the first Americans (Native Americans).

Identify key states orally (e.g. Virginia, Texas, California, Florida).

Identify Virginia on a US map.

**MARTIN LUTHER KING'S BIRTHDAY**
Identify Martin Luther King and his importance to US history.

**PRESIDENTS' DAY**
Identify George Washington and his importance to US history (first president, organized and lead new government.

Identify Abraham Lincoln and his importance to US history (16th president, president during the Civil War, freed the slaves).

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**THANKSGIVING DAY**
Identify the Pilgrims and their reasons for leaving their homelands.

Identify the Mayflower.

Identify when and how Thanksgiving is celebrated.

**CHRISTMAS/WINTER HOLIDAYS**
Identify when and how Christmas is celebrated.

Identify major religions in the USA and home countries.



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# CIVICS PROGRESS REPORT

## LEVEL A1/2

### COMMUNITY

----- Identify country of origin on a world map or globe.
----- Identify the United States on a world map or globe.
----- Identify the number of states in the USA.
----- Describe responsibilities as students in the REEP program.

### GROWTH OF THE UNITED STATES

_____ Identify the first Americans (Native Americans).
_____ Identify key states orally.
_____ Identify Virginia on a US map.

### GOVERNMENT

_____ Identify the current president.
_____ Identify the residence of the US president.
_____ Identify the Capitol as the building where Congress works.

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**MARTIN LUTHER KING'S BIRTHDAY**

----- Identify Martin Luther King and his importance to US history.

**PRESIDENTS' DAY**

_____ Identify George Washington and his importance to US history.
_____ Identify Abraham Lincoln and his importance to US history.
_____ Identify US presidents on coins and bills.
_____ Identify the current president of the USA.

**ST. PATRICK'S DAY**

_____ Identify two major ethnic groups that have come to the USA.

**MEMORIAL DAY**

_____ Identify why Memorial Day is celebrated.
_____ Identify two major wars.

**FLAG DAY**

_____ Identify and/or describe the US flag .

**FOURTH OF JULY**

_____ State the purpose of the Declaration of Independence.
_____ Identify Thomas Jefferson as the main writer of the Declaration.

**LABOR DAY**

_____ Identify why Labor Day is celebrated.
_____ Identify job titles and duties of people who work in the school.
_____ Identify job titles and duties of class members.



**COLUMBUS DAY**

----- Identify Christopher Columbus.
----- State the reason for his exploration.
----- State the results of his exploration.

**VETERANS' DAY**

----- Identify why Veterans' Day is celebrated.
_____ Identify two major wars.

**THANKSGIVING DAY**

----- Identify the Pilgrims and their reasons for leaving their homelands.
_____ Identify the Mayflower.
_____ Identify when and how Thanksgiving is celebrated.

**CHRISTMAS/WINTER HOLIDAYS**

----- Identify when and how Christmas is celebrated.
----- Identify major religions in the USA and home countries.

_____ _____
STUDENT'S SIGNATURE DATE

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# A3 LEVEL/SPL 03-04
# ESL OBJECTIVES

## PERSONAL IDENTIFICATION

1. Ask/answer questions: self
2. Complete form

## TELEPHONE/COMMUNICATION

1. Take/leave messages
2. Find phone numbers

## FOOD

1. Compare prices
2. Find food in supermarket
3. Read labels

## HEALTH

1. Make appointment
2. Read labels
3. Make emergency calls

## MONEY/BANKING

1. Write checks
2. Explain different accounts
3. Request correct change

## FINDING A JOB

1. Read want ads
2. Interview

## HOUSING

1. Read housing ads
2. Call management for

## CLOTHING/CONSUMERISM

1. Suggest clothing
2. Find items in store
3. Exchange/return items

## TRANSPORTATION

1. Give directions
2. Read bus schedules
3. Explain signs

## ON THE JOB

1. Give/follow instructions
2. Call about lateness/ absence

## COMMUNITY SERVICES

1. Complete money order
2. Complete change of card

## INSTRUCTIONS FOR THE TEACHERS:

-Select appropriate ESL competencies. Teach the language functions, grammar,vocabulary needed to perform the competencies.

-Select and teach civics competencies appropriate for this level from the following pages.

# HISTORY AND GOVERNMENT COMPETENCIES

## A3 LEVEL

**COMMUNITY**

Identify country of origin on a world map or globe.

Identify the U.S.A. on a world map.

Identify the number of states in the United States.

*Identify Virginia and four other states on a United States map.

Identify Arlington on a D.C. Metropolitan Region map.

*Identify the governor of Virginia.

Describe responsibilities as students at Wilson School. (No smoking in the building, no eating in the classrooms, coming on times, calling when late or absent).

Identify state and local regulations (driver's license, seat belts, child's car seat).

Identify community services. (Police, trash collection, library, post office, hospital).

Identify own reasons for leaving country of origin and coming to the U.S.

**GOVERNMENT**

*Identify the three branches of government and the function of each. (Legislative-make laws, Executive-puts laws into effect, Judicial-applies and explains laws)

*Identify the three levels of government. (Federal, State, Local)

*Identify the type of government that Arlington has. (Board of Supervisors)

Identify the branch of government in which the president and vice-president work.

*State two powers of the President.

Identify the current president.

Identify the current president.

Identify the residence of the U.S. President.

Identify the branch of government in which congress works.

*State two responsibilities of Congress.

Identify the Capitol as the building where Congress works.

Identify the responsibilities of the Supreme Court.

Identify the Supreme Court building.

*Name the two Senators from Virginia and the Congressman from Arlington.

**GROWTH OF THE UNITED STATES**

Identify the first Americans. (Indians)

Identify the first settlers and why they came. (Virginia and Massachusetts colonies)

*Identify five major regions of the U.S. (Eastern states, Southern states, Midwest, Mountain states, Western states)

Identify key states on a U.S. map.

*Define frontier and pioneer.

**MARTIN LUTHER KING'S BIRTHDAY**

Identify Martin Luther King and his importance to U.S. history.

*Define discrimination and segregation.

*Name the two Presidents who aided the Civil Rights Movement in the 1960's. (Kennedy and Johnson).

**PRESIDENTS' DAY**

Identify George Washington and his importance to U.S. history.

Identify Abraham Lincoln and his importance to U.S. history.

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*Identify the Revolutionary War and the Civil War. (When and why)

Identify the U.S. presidents who appear on coins and bills.

Identify the current president of the United States.

Name the residence of the U.S. President.

Identify two of the qualifications for the president of the U.S.

**ST. PATRICK'S DAY**
Identify the ethnic group that celebrates this day.

*Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

**MEMORIAL DAY**
Identify why and how it is commemorated.

Identify two major wars in which the United States participated.

*Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.

*Explain the difference between police (local projection of rights and against crime) and the military (national protection from foreign governments).

**FLAG DAY**
Identify and describe the U.S. flag.

Identify two of the thirteen colonies.

Identify five states other than Virginia.

*Identify the "Star-spangled Banner" and its author. (What, who, when, why)

**FOURTH OF JULY**
State the purpose of the Declaration of Independence.

*Identify the Revolutionary War.

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*Name the form of government of the U.S. (democracy and explain what it means (government by the people).

Identify Thomas Jefferson and his contribution to the Declaration of Independence.

Identify Benjamin Franklin and his importance to the Revolutionary War.

Identify George Washington and his importance to the Revolutionary War and the new government.

Identify George Washington and his contribution to independence and the new government.

Identify the presidents on money.

Identify two freedoms that we have in the U.S.

**LABOR DAY**

Identify why and how it is celebrated.

Identify job titles of people who work in the school.

*Describe labor unions.

*Define Industrial Revolution (from agriculture to manufacturing, growth of factories)

*Name two important inventions of the Industrial Revolution.

**COLUMBUS DAY**

Identify Christopher Columbus. (Explorer, Italian, sailing for Spain)

State the reason for his exploration.

State the results of his exploration. ("New World").

*Identify another major explorer of North America. (Name, where from, reason)

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**VETERANS' DAY**
Identify whey and how it is commemorated.

Identify two major wars in which the United States participated.

*Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.

*Explain the difference between police (local protection, protection of rights and against crime) and the military (national protection from foreign governments).

**THANKSGIVING**
Identify the Pilgrims and their reason for leaving their country.

Name where they landed.

Name the participants in the first Thanksgiving feast.

*Name the countries where early American settlers came from and the areas where they settled.

*Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast.

Identify two freedoms we have in the U.S., including freedom of Religion.

Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**
Explain freedom of religion.

Identify major religions in the U.S. and in country of origin.

Identify when, by whom, and how Christmas is celebrated in the U.S.

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# HISTORY & GOVERNMENT
# PROGRESS REPORT
# LEVEL A3/B2

## COMMUNITY

_____ Identify country of origin on a world map or globe.
_____ Identify the U.S.A. on a world map.
_____ Identify the number of states in the United State.
_____ *Identify Virginia and 4 other states on a U.S. map.
_____ Identify Arlington on a D.C. Metropolitan Region map.
_____ *Identify the governor of Virginia.
_____ Describe responsibilities as students at Wilson School.
_____ Identify state and local regulations.
_____ Identify community services.
_____ Identify own reasons for leaving country of origin and coming to the U.S.

## GROWTH OF THE UNITED STATES

_____ Identify the first Americans.
_____ Identify the first settlers and why they came.
_____ *Identify five major regions of the U.S.
_____ Identify key states on a U.S. map.
_____ *Define frontier and pioneer.

## GOVERNMENT

_____ *Identify the three branches of government and the function of each.
_____ *Identify the three levels of government.
_____ *Identify the type of government that Arlington has.
_____ Identify the branch of government in which the president and vice-president work.
_____ *State two powers of the President.
_____ Identify the current president.
_____ Identify the residence of the U.S. President.
_____ Identify the branch of government in which congress works.
_____ *State two responsibilities of Congress.
_____ Identify the Capitol as the building where Congress works
_____ Identify the responsibilities of the Supreme Court.
_____ Identify the Supreme Court building.
_____ *Name the two Senators from Virginia and the Congressman from Arlington.



## MARTIN LUTHER KING'S BIRTHDAY

_____ Identify Martin Luther King and his importance to U.S. history.
_____ *Define discrimination and segregation.
_____ *Name the two Presidents who aided the Civil Rights Movement in the 1960's.

## PRESIDENTS' DAY

_____ Identify George Washington and his importance to U.S. history.
_____ Identify Abraham Lincoln and his importance to U.S. history.
_____ *Identify the Revolutionary War and the Civil War.
_____ Identify the U.S. presidents who appear on coins and bills.
_____ Identify the current president of the United States.
_____ Name the residence of the U.S. President.
_____ Identify two of the qualifications for the president of the U.S.

## ST. PATRICK'S DAY

_____ Identify the ethnic group that celebrates this day.
_____ *Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

## MEMORIAL DAY

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ *Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
_____ *Explain the difference between police and the military.

## FLAG DAY

_____ Identify and describe the U.S. flag.
_____ Identify two of the thirteen colonies.
_____ Identify five states other than Virginia.
_____ *Identify the "Star-Spangled Banner" and its author.

**FOURTH OF JULY**

_____ State the purpose of the Declaration of Independence.
_____ *Identify the Revolutionary War.
_____ *Name the form of government of the U.S. and explain what it means.
_____ Identify Thomas Jefferson and his contribution to the Declaration of Independence.
_____ Identify Benjamin Franklin and his importance to the Revolutionary War.
_____ Identify George Washington and his importance to the Revolutionary War and the new government.
_____ Identify the presidents on money.
_____ Identify two freedoms that we have in the U.S.

**LABOR DAY**

_____ Identify why and how it is celebrated.
_____ Identify job titles of people who work in the school.
_____ *Describe labor unions.
_____ *Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
_____ *Name two important inventions of the Industrial Revolution.

**COLUMBUS DAY**

_____ Identify Christopher Columbus.
_____ State the reason for his exploration.
_____ State the results of his exploration.
_____ Identify another major explorer of North America.

**VETERANS' DAY**

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ *Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
_____ *Explain the difference between police and the military.



**THANKSGIVING**

_____ Identify the Pilgrims and their reason for leaving their country.
_____ Name where they landed.
_____ Name the participants in the first Thanksgiving feast.
_____ *Name the countries where early American settlers came from and the areas where they settled.
_____ *Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast.
_____ Identify two freedoms we have in the U.S., including freedom of religion.
_____ Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**

_____ Explain freedom of religion.
_____ Identify major religions in the U.S. and in country of origin.
_____ Identify when, by whom, and how Christmas is celebrated in the U.S.

_____ _____
**STUDENT'S SIGNATURE** **DATE**

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# B1 LEVEL/SPL 0,1,2,3
# ESL OBJECTIVES

PERSONAL IDENTIFICATION

1. Ask/answer questions: Self
2. Complete form
3. Greet others/introduce self

TIME/WEATHER

1. Ask/answer questions: Time
2. Read appointment cards
3. Ask/answer questions: Routines

MONEY/BANKING

1. Produce requested amounts
2. Make change

CLOTHING/CONSUMERISM

1. Describe someone's clothing
2. Ask/answer questions: Prices

TRANSPORTATION

1. Ask/answer questions: Transportation
2. Ask where bus stop is

HOUSING

1. Identify rooms/furniture
2. Ask someone to perform chores

FOOD

1. Identify foods orally/ writing
2. Read food ads

HEALTH

1. Identify body parts
2. Identify illnesses/ injuries

COMMUNITY SERVICES

1. Purchase stamps
2. Address an envelope

FINDING A JOB

1. Identify job titles, places, tasks, tools
2. Describe occupation

ON THE JOB

1. Follow instructions
2. Ask/answer questions: Work schedules

**INSTRUCTIONS FOR THE TEACHERS:**

-Select appropriate ESL competencies. Teach the language functions, grammar, vocabulary needed to perform the competencies.

-Select and teach civics competencies appropriate for this level from the following pages.

# HISTORY AND GOVERNMENT COMPETENCIES

## LEVEL B1

**COMMUNITY**

Identify country of origin on a world map or globe.

Identify United States on a world map or globe.

Identify number of states in the USA.

Identify Virginia on a map of the United States.

Identify Arlington on a D.C. Metropolitan Region map.

Describe responsibilities as students at Wilson School (no smoking in the building, no eating in the classrooms, coming on time, calling when late or absent).

Identify state and local regulations (driver's license, seat belts, child's car seat).

Identify community services (library, post office, hospital, police, trash collectors).

Identify own reasons for leaving country of origin and coming to the United States.

**GOVERNMENT**

Identify the three branches of government.

Identify the branch of government in which the president and vice-president work.

Identify the current president.

Identify the residence of the U.S. President.

Identify the branch of government in which Congress works.

Identify the Capitol as the building where Congress works.

Identify the branch of government in which the Supreme Court works.

Identify the Supreme Court building.

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**GROWTH OF THE UNITED STATES**
Identify the first Americans (Indians).

Identify the first settlers and why they came (Virginia and Massachusetts colonies).

identify key states on a U.S. Map (e.g. Virginia, New York, Texas, California).

**MARTIN LUTHER KING'S BIRTHDAY**
Identify Martin Luther King and his importance to U.S. history.

**PRESIDENTS' DAY**
Identify George Washington and his importance to U.S. history (commander of the Revolutionary Army, first president, organized new government).

Identify Abraham Lincoln and his importance to U.S. history (sixteenth president, president during the Civil War, freed the slaves).

Identify the U.S. presidents who appear on coins and bills (give name of person and bill or coin).

Identify the current president of the United State.

Name the residence of the U.S. President.

Identify two of the qualifications for president of the U.S.

**ST. PATRICK'S DAY**
Identify the ethnic group that celebrates this day.

Identify two other major ethnic groups that have come to the U.S., their reasons for coming, and where they settled.

**MEMORIAL DAY**
Identify why and how it is commemorated.

Identify two major wars in which the United States participated.

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**FLAG DAY**

Identify and describe the U.S. flag (give colors, number of stars and stripes).

Identify two of the thirteen colonies.

Identify five states other than Virginia.

**FOURTH OF JULY**

State the purpose of the Declaration of Independence.

Identify the Revolutionary War.

Identify Thomas Jefferson and his contribution to the Declaration of Independence.

Identify Benjamin Franklin and his importance to the Revolutionary War.

Identify George Washington and his importance to the Revolutionary War and the new government.

Identify George Washington and his contribution to independence and the new government.

Identify the presidents on money (give name of person on bill or coin).

Identify two freedoms that we have in the U.S.

**LABOR DAY**

Identify why and how it is celebrated.

Identify job titles and duties of people who work in the school.

**COLUMBUS DAY**

Identify Christopher Columbus (explorer, Italian, sailing for Spain).

State the reason for his exploration.

State the results of his exploration ("New World").

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**VETERANS' DAY**
Identify why and how it is commemorated.

Identify two major wars in which the United States participated.

**THANKSGIVING**
Identify the Pilgrims and their reason for leaving their country.

Name where they landed.

Name the participants in the first Thanksgiving feast.
Identify two freedoms we have in the U.S., including freedom of religion.

Identify when and how Thanksgiving is celebrated.

**CHRISTMAS**
Explain freedom of religion.

Identify major religions in the U.S. and in country of origin.

Identify when, by whom and how Christmas is celebrated in the U.S.

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# HISTORY & GOVERNMENT
# PROGRESS REPORT
# LEVEL B1

## COMMUNITY

----- Identify country of origin on a world map or globe.
----- Identify United States on a world map or globe.
----- Identify number of states in the USA.
----- Identify Virginia on a map of the United States.
----- Identify Arlington on a D.C. Metropolitan Region map.
----- Describe responsibilities as students at Wilson School.
----- Identify state and local regulations.
----- Identify community services.
----- Identify own reasons for leaving country of origin and coming to the United States.

## GROWTH OF THE UNITED STATES

----- Identify the first Americans.
----- Identify the first settlers and why they came.
----- Identify key states on a U.S. map.

## GOVERNMENT

----- Identify the three branches of government.
----- Identify the branch of government in which the president and vice-president work.
----- Identify the current president.
----- Identify the residence of the U.S. President.
----- Identify the branch of government in which Congress works.
----- Identify the Capitol as the building where Congress works.
----- Identify the branch of government in which the Supreme Court works.
----- Identify the Supreme Court building.

**MARTIN LUTHER KING'S BIRTHDAY**

------ Identify Martin Luther King and his importance to U.S. history.

**PRESIDENTS' DAY**

------ Identify George Washington and his importance to U.S. history.
------ Identify Abraham Lincoln and his importance to U.S. history.
------ Identify the U.S. presidents who appear on coins and bills.
------ Identify the current president of the United State.
------ Name the residence of the U.S. President.
------ Identify 2 of the qualifications for president of the U.S.

**ST. PATRICK'S DAY**

------ Identify the ethnic group that celebrates this day.
------ Identify two other major ethnic groups that have come to the U.S., their reasons for coming, and where the settled.

**MEMORIAL DAY**

------ Identify why and how it is commemorated.
------ Identify two major wars in which the United States participated.

**FLAG DAY**

------ Identify and describe the U.S. flag.
------ Identify two of the thirteen colonies.
------ Identify five states other than Virginia.

**FOURTH OF JULY**

------ State the purpose of the Declaration of Independence.
------ Identify the Revolutionary War.
------ Identify Thomas Jefferson and his contribution to the Declaration of Independence.
------ Identify Benjamin Franklin and his importance to the Revolutionary War.
------ Identify George Washington and his importance to the Revolutionary War and the new government.
------ Identify the presidents on money.
------ Identify two freedoms that we have in the U.S.



**LABOR DAY**

------ Identify why and how it is celebrated.
------ Identify job titles and duties of people who work in the school.

**COLUMBUS DAY**

------ Identify Christopher Columbus.
------ State the reason for his exploration.
------ State the results of his exploration.

**VETERANS' DAY**

------ Identify why and how it is commemorated.
------ Identify two major wars in which the United States participated.

**THANKSGIVING**

------ Identify the Pilgrims and their reason for leaving their country.
------ Name where they landed.
------ Name the participants in the first Thanksgiving feast.
------ Identify two freedoms we have in the U.S., including freedom of religion.
------ Identify when and how Thanksgiving is celebrated.

**CHRISTMAS**

------ Explain freedom of religion.
------ Identify major religions in the U.S. and in country of origin.
------ Identify when, by whom and how Christmas is celebrated in the U.S.



STUDENT'S SIGNATURE _____ DATE _____

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# B2 LEVEL/SPL-04
# ESL OBJECTIVES

PERSONAL IDENTIFICATION

1. Ask/answer questions: Self
2. Complete form

TELEPHONE COMMUNICATION

1. Find area codes/phone rates
2. Find phone numbers
3. Leave messages

FOOD

1. Read food ads
2. Find food in supermarket

HEALTH

1. Suggest treatment
2. Make appointment
3. Make emergency call

MONEY/BANKING

1. Write checks
2. Request correct change

HOUSING

1. Read housing ads
2. Call management for repairs

CLOTHING/CONSUMERISM

1. Describe lost child/robber
2. Find items in store

TRANSPORTATION

1. Read bus schedules
2. Give directions
3. Explain traffic signs

ON THE JOB

1. Follow instructions
2. Call about lateness/ absence
3. Complete time sheets

COMMUNITY SERVICES

1. Complete money order
2. Complete change of address card

FINDING A JOB

1. Read want ads
2. Complete job application

**INSTRUCTIONS FOR THE TEACHERS:**

-Select appropriate ESL competencies. Teach the language functions, grammar, vocabulary needed to perform the competencies.

-Select and teach civics competencies appropriate for this level from the following pages.

# HISTORY AND GOVERNMENT COMPETENCIES

## B2 LEVEL

**COMMUNITY**

Identify country of origin on a world map or globe.

Identify the U.S.A. on a world map.

Identify the number of states in the United States.

*Identify Virginia and four other states on a United States map.

Identify Arlington on a D.C. Metropolitan Region map.

*Identify the governor of Virginia.

Describe responsibilities as students at Wilson School. (No smoking in the building, no eating in the classrooms, coming on times, calling when late or absent).

Identify state and loc al regulations (driver's license, seat belts, child's car seat).

Identify community services. (Police, trash collection, library, post office, hospital).

Identify own reasons for leaving country of origin and coming to the U.S.

**GOVERNMENT**

*Identify the three branches of government and the function of each. (Legislative-make laws, Executive-puts laws into effect, Judicial-applies and explains laws)

*Identify the three levels of government. (Federal, State, Local)

*Identify the type of government that Arlington has. (Board of Supervisors)

Identify the branch of government in which the president and vice-president work.

*State two powers of the President.

Identify the current president.

Identify the current president.

Identify the residence of the U.S. President.

Identify the branch of government in which congress works.

*State two responsibilities of Congress.

Identify the Capitol as the building where Congress works.

Identify the responsibilities of the Supreme Court.

Identify the Supreme Court building.

*Name the two Senators from Virginia and the Congressman from Arlington.

**GROWTH OF THE UNITED STATES**
Identify the first Americans. (Indians)

Identify the first settlers and why they came. (Virginia and Massachusetts colonies)

*Identify five major regions of the U.S. (Eastern states, Southern states, Midwest, Mountain states, Western states)

Identify key states on a U.S. map.

*Define <u>frontier</u> and <u>pioneer</u>.

**MARTIN LUTHER KING'S BIRTHDAY**
Identify Martin Luther King and his importance to U.S. history.

*Define discrimination and segregation.

*Name the two Presidents who aided the Civil Rights Movement in the 1960's. (Kennedy and Johnson).

**PRESIDENTS' DAY**
Identify George Washington and his importance to U.S. history.

Identify Abraham Lincoln and his importance to U.S. history.

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*Identify the Revolutionary War and the Civil War. (When and why)

Identify the U.S. presidents who appear on coins and bills.

Identify the current president of the United States.

Name the residence of the U.S. President.

Identify two of the qualifications for the president of the U.S.

**ST. PATRICK'S DAY**
Identify the ethnic group that celebrates this day.

*Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

**MEMORIAL DAY**
Identify why and how it is commemorated.

Identify two major wars in which the United States participated.

*Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.

*Explain the difference between police (local projection of rights and against crime) and the military (national protection from foreign governments).

**FLAG DAY**
Identify and describe the U.S. flag.

Identify two of the thirteen colonies.

Identify five states other than Virginia.

*Identify the "Star-spangled Banner" and its author. (What, who, when, why)

**FOURTH OF JULY**
State the purpose of the Declaration of Independence.

*Identify the Revolutionary War.

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*Name the form of government of the U.S. (democracy and explain what it means (government by the people).

Identify Thomas Jefferson and his contribution to the Declaration of Independence.

Identify Benjamin Franklin and his importance to the Revolutionary War.

Identify George Washington and his importance to the Revolutionary War and the new government.

Identify George Washington and his contribution to independence and the new government.

Identify the presidents on money.

Identify two freedoms that we have in the U.S.

**LABOR DAY**

Identify why and how it is celebrated.

Identify job titles of people who work in the school.

*Describe labor unions.

*Define Industrial Revolution (from agriculture to manufacturing, growth of factories)

*Name two important inventions of the Industrial Revolution.

**COLUMBUS DAY**

Identify Christopher Columbus. (Explorer, Italian, sailing for Spain)

State the reason for his exploration.

State the results of his exploration. ("New World").

*Identify another major explorer of North America. (Name, where from, reason)

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**VETERANS' DAY**
Identify whey and how it is commemorated.

Identify two major wars in which the United States participated.

*Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.

*Explain the difference between police (local protection, protection of rights and against crime) and the military (national protection from foreign governments).

**THANKSGIVING**
Identify the Pilgrims and their reason for leaving their country.

Name where they landed.

Name the participants in the first Thanksgiving feast.

*Name the countries where early American settlers came from and the areas where they settled.

*Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast.

Identify two freedoms we have in the U.S., including freedom of Religion.

Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**
Explain freedom of religion.

Identify major religions in the U.S. and in country of origin.

Identify when, by whom, and how Christmas is celebrated in the U.S.

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# HISTORY & GOVERNMENT
# PROGRESS REPORT
# LEVEL A3/B2

## COMMUNITY

_____ Identify country of origin on a world map or globe.
_____ Identify the U.S.A. on a world map.
_____ Identify the number of states in the United State.
_____ *Identify Virginia and 4 other states on a U.S. map.
_____ Identify Arlington on a D.C. Metropolitan Region map.
_____ *Identify the governor of Virginia.
_____ Describe responsibilities as students at Wilson School.
_____ Identify state and local regulations.
_____ Identify community services.
_____ Identify own reasons for leaving country of origin and coming to the U.S.

## GROWTH OF THE UNITED STATES

_____ Identify the first Americans.
_____ Identify the first settlers and why they came.
_____ *Identify five major regions of the U.S.
_____ Identify key states on a U.S. map.
_____ *Define frontier and pioneer.

## GOVERNMENT

_____ *Identify the three branches of government and the function of each.
_____ *Identify the three levels of government.
_____ *Identify the type of government that Arlington has.
_____ Identify the branch of government in which the president and vice president work.
_____ *State two powers of the President.
_____ Identify the current president.
_____ Identify the residence of the U.S. President.
_____ Identify the branch of government in which congress works.
_____ *State two responsibilities of Congress.
_____ Identify the Capitol as the building where Congress works.
_____ Identify the responsibilities of the Supreme Court.
_____ Identify the Supreme Court building.
_____ *Name the two Senators from Virginia and the Congressman from Arlington.



## MARTIN LUTHER KING'S BIRTHDAY

_____ Identify Martin Luther King and his importance to U.S. history.
_____ *Define discrimination and segregation.
_____ *Name the two Presidents who aided the Civil Rights Movement in the 1960's.

## PRESIDENTS' DAY

_____ Identify George Washington and his importance to U.S. history.
_____ Identify Abraham Lincoln and his importance to U.S. history.
_____ *Identify the Revolutionary War and the Civil War.
_____ Identify the U.S. presidents who appear on coins and bills.
_____ Identify the current president of the United States.
_____ Name the residence of the U.S. President.
_____ Identify two of the qualifications for the president of the U.S.

## ST. PATRICK'S DAY

_____ Identify the ethnic group that celebrates this day.
_____ *Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

## MEMORIAL DAY

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ *Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
_____ *Explain the difference between police and the military.

## FLAG DAY

_____ Identify and describe the U.S. flag.
_____ Identify two of the thirteen colonies.
_____ Identify five states other than Virginia.
_____ *Identify the "Star-Spangled Banner" and its author.

**FOURTH OF JULY**

_____ State the purpose of the Declaration of Independence.
_____ *Identify the Revolutionary War.
_____ *Name the form of government of the U.S. and explain what it means.
_____ Identify Thomas Jefferson and his contribution to the Declaration of Independence.
_____ Identify Benjamin Franklin and his importance to the Revolutionary War.
_____ Identify George Washington and his importance to the Revolutionary War and the new government.
_____ Identify the presidents on money.
_____ Identify two freedoms that we have in the U.S.

**LABOR DAY**

_____ Identify why and how it is celebrated.
_____ Identify job titles of people who work in the school.
_____ *Describe labor unions.
_____ *Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
_____ *Name two important inventions of the Industrial Revolution.

**COLUMBUS DAY**

_____ Identify Christopher Columbus.
_____ State the reason for his exploration.
_____ State the results of his exploration.
_____ Identify another major explorer of North America.

**VETERANS' DAY**

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ *Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
_____ *Explain the difference between police and the military.



**THANKSGIVING**

_____ Identify the Pilgrims and their reason for leaving their country.
_____ Name where they landed.
_____ Name the participants in the first Thanksgiving feast.
_____ *Name the countries where early American settlers came from and the areas where they settled.
_____ *Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast.
_____ Identify two freedoms we have in the U.S., including freedom of religion.
_____ Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**

_____ Explain freedom of religion.
_____ Identify major religions in the U.S. and in country of origin.
_____ Identify when, by whom, and how Christmas is celebrated in the U.S.

_____ _____
STUDENT'S SIGNATURE DATE

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# B3 LEVEL/SPL 05
# ESL OBJECTIVES

PERSONAL IDENTIFICATION

1. Ask/answer questions: Self
2. Complete form
3. Introduce self/others

TELEPHONE/COMMUNICATION

1. Take messages
2. Respond to wrong number calls

FOOD

1. Compare prices in ads
2. Calculate unit price

HEALTH

1. Read labels
2. Cancel/reschedule appointment

MONEY/BANKING

1. Open bank account
2. Write checks/balance checkbook

TRANSPORTATION

1. Give/follow directions
2. Read bus schedules

HOUSING

1. Call about ads
2. Discuss landlord/ tenant responsibilities

CLOTHING/CONSUMERISM

1. Suggest clothing
2. Return/exchange items

FINDING A JOB

1. Read want ads
2. Complete application
3. Make appointment for interview

ON THE JOB

1. Follow instructions
2. Read safety instructions

COMMUNITY SERVICES

1. Use card catalog
2. Read schedules

INSTRUCTIONS FOR THE TEACHERS:

-Select appropriate ESL competencies. Teach the language functions,grammar, and vocabulary needed to perform the competencies.

Select and teach civics competencies appropriate for this level from the following pages.

# HISTORY AND GOVERNMENT COMPETENCIES

## LEVEL B3

**COMMUNITY**

Identify country of origin on a world map or globe.

Identify the U.S.A. on a world map.

Identify the number of states in the United States.

Identify Virginia and four other states on a United States map.

*Name ten states other than Virginia.

*Locate five major cities on a United States map.

*Identify the capital of Virginia and locate it on a VA map.

Identify Arlington on a D.C. Metropolitan map.

Identify the governor of Virginia.

Describe responsibilities as students at Wilson School. (No smoking in the building, no eating in the classrooms, coming on time, calling when late or absent).

*State basic privileges of citizenship. (Ability to vote, hold government job, have a U.S. passport, run for public office, sit on a jury, not to be sent out of the U.S.)

Identify state and local regulations. (driver's license, seat belts, child's car seat).

Identify community services. (Police, trash collection, library, post office, hospital).

Identify own reasons for leaving country of origin and coming to the U.S.

**GROWTH OF THE UNITED STATES**

Identify the first Americans. (Indians)

Identify the first settlers and why they came.

Define frontier and pioneer.

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*Identify the territories added in the 19th century and locate their general vicinity on a map.

Identify Lewis and Clark as explorers of the Northwest.

Identify two reasons for westward expansion.

Identify five major regions of the U.S. (Eastern states, Southern states, Midwest, Mountain states, Western states). Note: It is not necessary to know the states in each.

Identify key states on a U.S. map.

**GOVERNMENT**

*Identify the three parts of the Constitution and their purpose (Preamble-introduction, philosophy of government; Article-describe structure of the government and the amendment process; Amendments-specific rights added to the Constitution).

*Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected.

Identify the three branches of government and the function of each. (Legislative-make laws, Executive-puts laws into effect, udicial-applies and explains laws)

Identify the three levels of government. (Federal, state, local)

Identify the ty pe of government that Arlington has. (Board of Supervisors)

Identify the branch of government in which the president and vice-president work,

State two powers of the President.

Identify the current president,

Identify the residence of the U.s. President.

Identify the branch of government in which Congress works.

State two responsibilities of Congress.

Identify the Capitol as the building where Congress works.

Identify the branch of government in which the Supreme court works.

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State the responsibilities of the Supreme Court.

Identify the Supreme Court building.

Name the two Senators from Virginia and the Congressman from Arlington.

**MARTIN LUTHER KING'S BIRTHDAY**

Identify Martin Luther King and his importance to U.S. history.

*Name the movement during the 1'950's and 1960's which worked for equality for minorities. (Civil Rights Movement).

*Identify two leaders of the Civil Rights movement other than Dr. King.

*State two reasons for the Civil Rights movement.

Define discrimination and segregation.

Name the two Presidents who aided the Civil Rights Movement in the 1960's. (Kennedy and Johnson)

Identify George Washington and his importance to U.S. history.

*State two causes of the Revolutionary War and the major results.

*State the purpose of the Declaration of Independence.

*Identify two colonial leaders of the American Revolution other than George Washington.

Identify Abraham Lincoln and his importance to U.S. history.

Identify the Civil War. (When and why)

Identify the U.S. presidents who appear on coins and bills.

Identify the current president of the United States.

Name the residence of the U.S. President.

*Identify all the qualifications for President of the United States.

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**ST. PATRICK'S DAY**
Identify the ethnic group that celebrates this day.

Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

*Locate on a map the areas where various ethnic groups have settled in the U.S.

**MEMORIAL DAY**
Identify why and how it is commemorated.

Identify three major wars in which the U.S. participated. (Include when and why fought)

Identify two countries that fought with and two countries that fought against the U.S. in World War I and World War II.

*Identify the two countries that became major powers after WWII and state the term used to describe their relationship. (Cold War)

Explain the difference between police (local protection of rights and against crime) and the military (national protection from foreign governments).

**FLAG DAY**
Identify and describe the U.S. flag.

*Identify five of the thirteen colonies.

Identify five current states, other than Virginia.

Identify the "Star-spangled Banner" and its author. (Who, what, when, why

*Explain the cause and result of the War of 1812.

**FOURTH OF JULY**
State the purpose of the Declaration of Independence.

*Explain the two basic principles underlying "all men are created equal." (Unalienable rights, consent of the government)

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Identify Thomas Jefferson and his contribution to the Declaration of Independence.

Identify the Revolutionary War.

Identify Benjamin Franklin and his importance to the Revolutionary War and the new government.

Name the form of government of the U.S. (democracy and explain what it means (government by the people).

Identify George Washington and his importance to the Revolutionary War and the new government.

*Identify the Articles of Confederation. (Basis for government)

*Identify the Constitution. (Replaced Articles, supreme law of the land)

**LABOR DAY**

Identify why and how it is celebrated.

Identify job titles of people who work in the school.

Describe labor unions.

*State two reasons why they were formed.

Define Industrial Revolution

*State two effects of the Industrial Revolution.

Name two important inventions of the Industrial Revolution.

*Explain assembly line and its importance to manufacturing.

**COLUMBUS DAY**

Identify Christopher Columbus.

State the reason for his exploration.

State the results of his exploration.

*Identify other major explorers of North America. (Who, where from, what looking for).

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*Identify native-Americans and where they originated. (American Indians).

**VETERANS' DAY**
Identify why and how it is commemorated.

*Identify three major wars in which the U.S. participated. (Include when and why fought).

Identify two countries that fought with and two countries that fought against the U.S. in World War I and World War II.

*Identify the two countries that became major powers after WWII and state the term used to describe their relationship. (Cold War).

Explain the difference between police (local protection of right and against crime) and the military (national protection from foreign governments).

**THANKSGIVING**
Identify the Pilgrims and their reason for leaving their country.

Name where they landed.

Name the participants in the first Thanksgiving feast.

Name the countries where early American settlers came from and the areas where they settled.

Identify the two earliest permanent settlements in the U.S. (Jamestown, 1607 and Plymouth , 1620).

Identify Virginia and Massachusetts as two colonies and locate them on a map of the east coast.

*Identify the freedoms we have in the U.S., including freedom of religion.

Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**
Explain freedom of religion.

Identify major religions in the U.S. and in country of origin.

Identify when, by whom, and how Christmas is celebrated in the U.S.

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# HISTORY AND GOVERNMENT
# PROGRESS REPORTS
# LEVEL B3

**COMMUNITY**

- ----- Identify country of origin on a world map or globe.
- ----- Identify the U.S.A. on a world map.
- ----- Identify the number of states in the United States.
- ----- Identify Virginia and four other states on a U.S. map.
- ----- *Name ten states other than Virginia.
- ----- *Locate five major cities on a United States map.
- ----- *Identify & locate the capital of Va. on a map.
- ----- Identify Arlington on a D.C. Metropolitan Region map.
- ----- Identify the governor of Virginia.
- ----- Describe responsibilities as students at Wilson School
- ----- *State basic privileges of citizenship.
- ----- Identify state and local regulations.
- ----- Identify community services.
- ----- Identify own reasons for leaving country of origin and coming to the U.S.

**GOVERNMENT**

- ----- *Identify the 3 parts of the Constitution and their purpose
- ----- *Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected.
- ----- Identify the three branches of government and functions.
- ----- Identify the three levels of government.
- ----- Identify the type of government that Arlington has.
- ----- Identify the branch of government in which the president and vice-president work .
- ----- State two powers of the President.
- ----- Identify the current president.
- ----- Identify the residence of the U.S. President.
- ----- Identify the branch of government in which Congress works
- ----- State two responsibilities of Congress.
- ----- Identify the Capitol as the building where Congress works.
- ----- Identify the branch of government in which the Supreme court works.
- ----- State the responsibilities of the Supreme Court.
- ----- Identify the Supreme Court building.
- ----- Name the two Senators from Virginia and the Congressman from Arlington.

**GROWTH OF THE UNITED STATES**

- ----- Identify the first Americans
- ----- Identify the first settlers and why they came.
- ----- Define frontier and pioneer.
- ----- *Identify the territories added in the 19th century and locate their general vicinity on a map.
- ----- Identify Lewis and Clark as explorers of the Northwest
- ----- Identify two reasons for westward expansion.
- ----- Identify five major regions of the U.S.
- ----- Identify key states on a U.S. map.



**MARTIN LUTHER KING'S BIRTHDAY**

- ----- Identify Martin Luther King and his importance to U.S. history.
- ----- *Name the movement during the '1950's and 1960's which worked for equality for minorities.
- ----- *Identify two leaders of the Civil Rights movement other than Dr. King.
- ----- *State two reasons for the Civil Rights movement.
- ----- Define discrimination and segregation.
- ----- Name the two Presidents who aided the Civil Rights Movement in the 1960's.

**PRESIDENTS' DAY**

- ----- Identify George Washington and his importance to U.S. history.
- ----- *State two causes of the Revolutionary War and the major results.
- ----- *State the purpose of the Declaration of Independence
- ----- *Identify two colonial leaders of the American Revolution other than George Washington.
- ----- Identify Abraham Lincoln and his importance to U.S. history.
- ----- Identify the Civil War.
- ----- Identify the U.S. presidents who appear on coins and bills.
- ----- Identify the current president of the United States.
- ----- Name the residence of the U.S. President.
- ----- *Identify all the qualifications for President of the United States.

**ST. PATRICK'S DAY**

- ----- Identify the ethnic group that celebrates this day.
- ----- Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.
- ----- *Locate on a map the areas where various ethnic groups have settled in the U.S.

**MEMORIAL DAY**

- ----- Identify why and how it is commemorated.
- ----- Identify three major wars in which the U.S. participated.
- ----- Identify two countries that fought with and two that fought against the U.S. in World War I and World War II.
- ----- *Identify the two countries that became major powers after WWII and state the term used to describe their relationship
- ----- Explain the difference between police and the military.

**FLAG DAY**

----- Identify and describe the U.S. flag.
-----*Identify five of the thirteen colonies.
----- Identify five current states, other than Virginia.
----- Identify the "Star-spangled Banner" and its author.
-----*Explain the cause and result of the War of 1812.

**FOURTH OF JULY**

----- State the purpose of the Declaration of Independence.
-----*Explain the two basic principles underlying "all men are created equal."
----- Identify Thomas Jefferson and his contribution to the Declaration of Independence.
----- Identify the Revolutionary War.
----- Identify Benjamin Franklin and his importance to the Revolutionary War and the new government.
----- Name the form of government of the U.S. and explain what it means.
-----*Identify the Articles of Confederation.
-----*Identify the Constitution. (Replaced Articles, supreme law of the land).

**LABOR DAY**

----- Identify why and how it is celebrated.
----- Identify job titles of people who work in the school
----- Describe labor unions.
-----*State two reasons why they were formed.
----- Define Industrial Revolution.
-----*State two effects of the Industrial Revolution.
----- Name two important inventions of the Industrial Revolution.
-----*Explain assembly line and its importance to manufacturing.

**COLUMBUS DAY**

----- Identify Christopher Columbus.
----- State the reason for his exploration.
----- State the results of his exploration.
-----*Identify other major explorers of North America.
-----*Identify native Americans and where they originated.

**VETERANS' DAY**

----- Identify why and how it is commemorated.
-----*Identify three major wars in which the U.S. participated
-----Identify two countries that fought with and two that fought against the U.S. in World War I and World War II.
-----*Identify the two countries that became major powers after WWII and state the term used to describe their relationship
----- Explain the difference between police and the military.



**THANKSGIVING**

----- Identify the Pilgrims and their reason for leaving their country.
----- Name where they landed.
----- Name the participants in the first Thanksgiving feast.
----- Name the countries where early American settlers came from and the areas where they settled.
----- Identify the two earliest permanent settlements in the U.S.
----- Identify Virginia and Massachusetts as two colonies and locate them on a map of the east coast.
-----*Identify the freedoms we have in the U.S., including freedom of religion.
----- Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**

----- Explain freedom of religion.
----- Identify major religions in the U.S. and in country of origin.
----- Identify when, by whom, and how Christmas is celebrated in the U.S.

_____ _____
STUDENT'S SIGNATURE DATE

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# B4 LEVEL/SPL-06
# ESL OBJECTIVES

PERSONAL IDENTIFICATION

1. Complete forms
2. Describe people

NEWSPAPER

1. Use index/describe sections

HOUSING

1. Find housing ads
2. Complete rental application

TELEPHONE/COMMUNICATION

1. Call about bill
2. Respond to recorded messages

FINDING A JOB

1. Write resume/cover letter
2. Interview

ON THE JOB

1. Write note
2. Respond to comments on work quality

COMMUNITY SERVICES

1. Register: Class/ recreation
2. Use card catalog

UPGRADING JOB

1. Submit name for job posting
2. State intention to resign

MONEY/BANKING

1. Prepare 1040EZ
2. Write budget

INSTRUCTIONS FOR THE TEACHERS:

-Select appropriate ESL competencies. Teach the language functions, grammar, and vocabulary needed to perform the competencies.

-Select and teach civics competencies appropriate for this level from the following pages.

# HISTORY AND GOVERNMENT COMPETENCIES

## LEVEL B4

**COMMUNITY**

Identify country of origin on a world map or globe.

Identify the U.S.A. on a world map.

Identify the number of states in the United States.

Identify Virginia and four other states on a United States map.

*Name ten states other than Virginia and locate them on a map.

Locate five major cities on a United States map.

Identify the capital of Virginia and locate it on a Virginia map.

Identify Arlington on a D.C. Metropolitan Region map.

Identify the governor of Virginia.

Describe responsibilities as students at Wilson School. (No smoking in the building, no eating in the classrooms, coming on time, calling when late or absent)

State basic privileges of citizenship. (Ability to vote, hold government job, have a U.S. passport, run for public office, sit on a jury, <u>not</u> to be sent out of the U.S.)

*State responsibilities of U.S. citizens (vote, pay taxes, sit on a jury, follow laws, try to change bad laws, respect rights of others, teach children rights and ideas important to the U.S., express concern and requests about the government in a peaceful and helpful way).

*State responsibilities of the government toward citizens (protect and enforce the rights guaranteed in the constitution, spend tax money wisely, and be responsive to citizens' requests).

Identify state and local regulations (driver's license, seat belts, child's car seat).

Identify community services (library, post office, hospital, police, trash collectors).

Identify own reasons for leaving country of origin and coming to the U.S.

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**GOVERNMENT**

*Identify the three parts to the Constitution and their purpose (Preamble-introduction, philosophy of government; Articles-describe structure of the government and the amendment process; Amendments-specific rights added to the Constitution).

*Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected.

Identify the three branches of government and the function of each. (Legislative-make laws, Executive-puts laws into effect, Judicial-applies and explains laws).

Identify the three levels of government. (Federal, State, Local)

Identify the type of government that Arlington has. (Board of Supervisors)

Identify the branch of government in which the president and vice-president work.

State two powers of the President.
Identify the current president.

Identify the residence of the U.S. President.

Identify the branch of government in which Congress works.

State two responsibilities of Congress.

*Explain how a bill goes through the legislative process.

Identify the Capitol as the building where Congress works.

Identify the branch of government in which the Supreme Court works.

State the responsibilities of the Supreme Court.

*Explain the system of checks and balances.

Identify the Supreme Court building.

Name the two Senators from Virginia and the Congressman for Arlington.

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**GROWTH IN THE UNITED STATES**

Identify the first Americans (Indians).

Identify the first settlers and why they came.

Define frontier and pioneer.

Identify the territories added in the 19th century and locate their general vicinity on a map.

*Explain concept of Manifest Destiny.

Identify two reasons for westward expansion.

Identify Lewis and Clark as explorers of the Northwest.

Identify five major regions of the U.S. (Eastern states, Southern states, Midwest, Mountain, Western). Note: it is not necessary to know the states in each.

Identify key states on a U.S. map.

*Read the names of all fifty states in the U.S. and identify the general location of each (N, S, E, W).

**MARTIN LUTHER KING'S BIRTHDAY**

Identify Martin Luther King and his importance to U.S. history. Name the movement during the 1950's and 1960's which worked for equality for minorities. (Civil Rights Movement)

Identify two leaders of the Civil Rights Movement other than Dr. King.

State two reasons for the Civil Rights Movement.

Define discrimination and segregation.

Name the two presidents who aided the Civil Rights Movement in the 1960's (Kennedy and Johnson).

*Explain what is meant by "New Frontier" and "Great Society".

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**PRESIDENTS' DAY**
Identify George Washington and his importance to U.S. history.

State two causes of the Revolutionary War and the major results.

State the purpose of the Declaration of Independence.

Identify two colonial leaders of the American Revolution other than George Washington.

Identify Abraham Lincoln and his importance to the U.S. history.

*State two causes of the Civil War and the major result of the war.

*Identify the Battle of Gettysburg as a major battle.

*Identify the Emancipation Proclamation.

*Explain why the 13th, 14th, and 15th amendments were added to the Constitution.

Identify the presidents who appear on coins and bills.

Identify the current president of the U.S.

Identify all the qualifications for President of the United States.

**ST. PATRICK'S DAY**
Identify the ethnic group that celebrates this day.

Identify other major ethnic groups that have come to the U.S., their reasons for coming, and where they settled.

Locate on a map the areas where various ethnic groups have settled in the U.S.
*Explain major waves of immigration to the U.S.

**MEMORIAL DAY**
Identify why and how it is commemorated.

Identify three major wars in which the U.S. participated (include when and why they fought).

Identify two countries that fought with and two countries that

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fought against the U.S. in World War I and World War II.

Explain the significance of Pearl Harbor and Hiroshima in WWII.

*Identify the presidents of the U.S. during WWI and WWII.

Identify the two countries that became major powers after WWII and state the term used to describe their relationship (Cold War).

Explain the difference between police (local protection of rights and against crime) and the military (national protection from foreign governments.

**FLAG DAY**
Identify and describe the U.S. flag.

*Identify all thirteen colonies.

*Identify ten current states, other than Virginia.

Explain the cause and result of the War of 1812.

Identify the "Star-Spangled Banner" and its author (who, what, when, why).

*Say and interpret the "Pledge of Allegiance".

**FOURTH OF JULY**
State the purpose of the Declaration of Independence.

Explain the two basic principles underlying "all men are created equal" unalienable rights, consent of the governed).

Identify Thomas Jefferson and his contribution to the Declaration of Independence.

Identify the Revolutionary War.

Identify Benjamin Franklin and his contribution to the Revolutionary War.

Identify George Washington and his importance to the Revolutionary War.

Name the form of government of the U.S. (democracy) and explain what it means (government by the people).

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Identify the Article of Confederation (basis for government).

Identify the Constitution (replaced the Articles, supreme law of the land).

*Identify the Bill of Rights.

*State three principles of the U.S. Constitution (inherent rights, government by the people, separation of powers).

**COLUMBUS DAY**

*Explain the motivations for exploration.

Identify Christopher Columbus.

State the reasons for his exploration.

State the results of his exploration.

Identify other major explorers of North America (who, where from, what looking for).

Identify native Americans and where they originated (American Indians).

**VETERANS' DAY**

Identify why nd how it is commemorated.

Identify three major wars in which the U.S. participated (include when and why they fought).

Identify two countries that fought with and two countries that fought against the U.S. in World War I and World War II.

*Explain the significance of Pearl Harbor and Hiroshima in WWII.

*Identify the presidents of the U.S. during WWI and WWII.

Identify the two countries that became major powers after WWII and state the term used to describe their relationship (Cold War).

Explain the difference between police (local protection of rights and against crime) and the military (national protection from foreign governments).

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**THANKSGIVING**

Identify the Pilgrims and their reasons for leaving their country.

Name where they landed.

Name the participants in the first Thanksgiving feast.

Name the countries where early American settlers came from and the areas where they settled.

Identify the two earliest permanent settlements in the U.S. (Jamestown, 1907 and Plymouth, 1920).

Identify Virginia and Massachusetts as two colonies and locate them on a map of the east coast.

*Explain the motivation for colonization of settlers from England and France.

*Name the thirteen colonies.

Identify the freedoms we have in the U.S., including freedom of religion.

Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**

Explain freedom of religion.

Identify major religions in the U.S. and in country of origin.

Identify when, by whom and how Christmas is celebrated in the U.S.

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# HISTORY AND GOVERNMENT
# PROGRESS REPORTS
# LEVEL B4

## COMMUNITY

----- Identify country of origin on a world map or globe.
----- Identify the U.S.A. on a world map.
----- Identify the number of states in the United States.
----- Identify Virginia and 4 other states on a U.S. map.
-----*Name 10 states other than Va. and locate on a map.
----- Locate five major cities on a United States map.
----- Identify & locate the capital of Va. on a Va. map.
----- Identify Arlington on a D.C. Metropolitan Region map.
----- Identify the governor of Virginia.
----- Describe responsibilities as students at Wilson School.
----- State basic privileges of citizenship.
-----*State responsibilities of U.S. citizens.
-----*State responsibilities of the government toward citizens.
----- Identify state and local regulations.
----- Identify community services.
----- Identify own reasons for leaving country of origin and coming to the U.S.

## GROWTH IN THE UNITED STATES

----- Identify the first Americans.
----- Identify the first settlers and why they came.
----- Define frontier and pioneer.
----- Identify the territories added in the 19th century and locate their general vicinity on a map.
-----*Explain concept of Manifest Destiny.
----- Identify two reasons for westward expansion.
----- Identify Lewis and Clark as explorers of the Northwest.
----- Identify five major regions of the U.S.
----- Identify key states on a U.S. map.
-----*Read the names of all fifty states in the U.S. and identify the general location of each.

## GOVERNMENT

-----*Identify the three parts to the Constitution and their purpose (Preamble-introduction, philosophy of government; Articles-describe structure of the government and the amendment process; Amendments-specific rights added to the Constitution).
-----*Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected.
----- Identify the 3 branches of government and their functions.
----- Identify the three levels of government.
----- Identify the type of government that Arlington has.
----- Identify the branch of government in which the president and vice president work.
----- State two powers of the President.
----- Identify the current president.
----- Identify the residence of the U.S. President.
----- Identify the branch of government in which Congress works.
----- State two responsibilities of Congress.
-----*Explain how a bill goes through the legislative process.
----- Identify the Capitol as the building where Congress works.
----- Identify the branch of government of the Supreme Court
----- State the responsibilities of the Supreme Court.
-----*Explain the system of checks and balances.
----- Identify the Supreme Court building.
----- Name the two Senators from Virginia and the Congressman for Arlington.

## MARTIN LUTHER KING'S BIRTHDAY

----- Identify Martin Luther King and his importance to U.S. history.
----- Name the movement during the 1950's and 1960's which worked for equality for minorities.
----- Identify two leaders of the Civil Rights Movement other than Dr. King.
----- State two reasons for the Civil Rights Movement.
----- Define discrimination and segregation.
----- Name the two presidents who aided the Civil Rights Movement in the 1960's.
-----*Explain what is meant by "New Frontier" and "Great Society".

## PRESIDENTS' DAY

----- Identify George Washington and his importance to U.S. history.
----- State two causes of the Revolutionary War and the major results.
----- State the purpose of the Declaration of Independence.
----- Identify two colonial leaders of the American Revolution other than George Washington.
----- Identify Abraham Lincoln and his importance to the U.S. history.
-----*State two causes of the Civil War and the major result of the war.
-----*Identify the Battle of Gettysburg as a major battle.
-----*Identify the Emancipation Proclamation.
-----*Explain why the 13th, 14th, and 15th amendments were added to the Constitution.
----- Identify the presidents who appear on coins and bills.
----- Identify the current president of the U.S.
----- Identify all the qualifications for President of the United States.

## ST. PATRICK'S DAY

----- Identify the ethnic group that celebrates this day.
----- Identify other major ethnic groups that have come to the U.S., their reasons for coming, and where they settled.
----- Locate on a map the areas where various ethnic groups have settled in the U.S.
-----*Explain major waves of immigration to the U.S.

## MEMORIAL DAY

----- Identify why and how it is commemorated.
----- Identify three major wars in which the U.S. participated.
----- Identify two countries that fought with and two countries that fought against the U.S. in World War I and II
----- Explain the significance of Pearl Harbor and Hiroshima in WWII.
-----*Identify the presidents of the U.S. during WWI and WWII.
----- Identify the two countries that became major powers after WWII and state the term used to describe their relationship.
----- Explain the difference between police and military.

**FLAG DAY**

----- Identify and describe the U.S. flag.
-----*Identify all thirteen colonies.
-----*Identify ten current states, other than Virginia.
----- Explain the cause and result of the War of 1812.
----- Identify the "Star-Spangled Banner" and its author.
-----*Say and interpret the "Pledge of Allegiance".

**FOURTH OF JULY**

----- State the purpose of the Declaration of Independence.
----- Explain the two basic principles underlying "all men are created equal".
----- Identify Thomas Jefferson and his contribution to the Declaration of Independence.
----- Identify the Revolutionary War.
----- Identify Benjamin Franklin and his contribution to the Revolutionary War.
----- Identify George Washington and his importance to the Revolutionary War.
----- Name the form of government of the U.S. and explain what it means.
----- Identify the Article of Confederation.
----- Identify the Constitution.
-----*Identify the Bill of Rights.
-----*State three principles of the U.S. Constitution.

**LABOR DAY**

----- Identify why and how it is celebrated.
----- Identify job titles of people who work in the school.
----- Describe labor unions.
----- State two reasons why they were formed.
----- Define Industrial Revolution.
----- Name two important inventions of the Industrial Revolution.
----- Explain assembly line and its importance to manufacturing.
----- State two effects of the Industrial Revolution.
-----*Explain how the Industrial Revolution effected immigration.
-----*State rules applying to working people and welfare recipients.

**COLUMBUS DAY**

-----*Explain the motivations for exploration.
----- Identify Christopher Columbus.
----- State the reasons for his exploration.
----- State the results of his exploration.
----- Identify other major explorers of North America.
----- Identify native Americans and where they originated.

**VETERANS' DAY**

----- Identify why and how it is commemorated.
----- Identify three major wars in which the U.S. participated.
----- Identify two countries that fought with and two countries that fought against the U.S. in World War I and II.
-----*Explain the significance of Pearl Harbor and Hiroshima in WWII.
-----*Identify the presidents of the U.S. during WWI and WWII.
----- Identify the two countries that became major powers after WWII and state the term used to describe their relationship.
----- Explain the difference between police and the military.

**THANKSGIVING**

----- Identify the Pilgrims and their reasons for leaving their country.
----- Name where they landed.
----- Name the participants in the first Thanksgiving feast.
----- Name the countries where early American settlers came from and the areas where they settled.
----- Identify the two earliest permanent settlements in the U.S.
----- Identify Virginia and Massachusetts as two colonies and locate them on a map of the east coast.
-----*Explain the motivation for colonization ny settlers from England and France.
-----*Name the thirteen colonies.
----- Identify the freedoms we have in the U.S., including freedom of religion.
----- Describe when and how Thanksgiving is celebrated.

**CHRISTMAS**

----- Explain freedom of religion.
----- Identify major religions in the U.S. and in country of origin.
----- Identify when, by whom and how Christmas is celebrated in the U.S.

_____ _____
**STUDENT'S NAME** **DATE**

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# ESL/CIVICS CURRICULUM GUIDE

FOR PHASE II
APPLICANTS FOR LEGALIZATION

NON-INTENSIVE FORMAT

REEP
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AND EMPLOYMENT PROGRAM
1601 WILSON BOULEVARD
ARLINGTON, VIRGINIA 22209

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Carol Van Duzer

Cathy Shank

William Anderson: Cover Design

# CITIZENSHIP/ESL CURRICULUM FOR NON--INTENSIVE COURSE

(MEDIAN LEVEL B2 SPL 4)

| REEP COMPETENCY | CONTENT INFORMATION<br>Voices of Freedom | RELATED ESL PRACTICE |
|---|---|---|
| Answer personal ID information for amnesty/ citizenship interview | Chapter 1, pp 2-16<br><br><br>Chapter 2, pp 18-30 | name: ExpressWays Foundations/Book 1,pp2,4<br>tel # Exp F/1, pp 5, 10, 11<br>address: Exp F/1, p 5<br>date of birth: Exp Bk 2, p 7 |
| Identify country of origin on world map | Chapter 2, pp 18-21<br>(Chapter 3, p 35) | Exp F/1, pp 6-7 |
| Identify U.S. on world map/globe | Chapter 3, pp 32-34 | directions (map skills):<br>Side by Side Book 1, p 144<br>(change up/down to north/south) |
| Identify Virginia on a U.S. map | Chapter 3, pp 33, 36 | directions: SxS 1, p 145<br>(change along to east/west) |
| Identify the type of government the U.S. has (democracy) | Chapter 3, pp 38-39 | (Directions: Exp F/1, pp 18-19 |
| Identify and describe the U.S. flag | Chapter 4, pp 46-51 | colors: |
| Identify the number of States in the U.S. | Chapter 4, pp 46-51 | |
| Identify the three branches of government | Chapter 5, pp 54-62<br>(Chapter 6) | ID jobs: Exp F/1, p 44<br>ID job duties, p 45 |
| Identify the branch of government in which Congress works | (Chapter 5)<br>Chapter 6, pp 64-66 | health (grammar practice),<br>Exp F/1, pp 50-60--continue<br>practice through next 7 competencies |

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# CITIZENSHIP/ESL CURRICULUM FOR NON-INTENSIVE COURSE

(MEDIAN LEVEL B2 9SPL 4)

| REEP COMPETENCY | CONTENT INFORMATION<br>Voices of Freedom | RELATED ESL PRACTICE |
|---|---|---|
| Identify the Capitol as the building where Congress works | | Continue Exp F/1, pp 50-60 |
| Name the VA Senators | | " " |
| Name the Representative for Arlington | | " " |
| Identify the branch of government where the President works | (Chapter 5)<br>Chapter 6, pp 67-68 | " " |
| Identify the White House as the residence of the U.S. President | Chapter 6, p 67 | " " |
| Identify the branch of government where the Supreme Court works | Chapter 6, pp 69-70 | " " |
| Identify the Supreme Court Building as the place where the SC meets | | " " |

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# CITIZENSHIP/ESL CURRICULUM FOR NON-INTENSIVE COURSE

(MEDIAN LEVEL B2 9SPL 4)

| REEP COMPETENCY | CONTENT INFORMATION Voices of Freedom | RELATED ESL PRACTICE |
|---|---|---|
| Identify the U.S. as a representative form of government (by the people) | Chapter 7, pp 76-77 | Exp F/1, pp 62-69 (grammar practice) continue practice through next 5 competencies |
| Identify the three levels of government (Federal State, Local) | Chapter 7, pp 78-79 | |
| Name the governor of Virginia | Chapter 7, pp 80-81 | " " |
| Identify the type of government that Arlington has (Board of Supervisors) | Chapter 7, pp 80-81 | " " |
| Identify the Constitution as the supreme law of the land | Chapter 7, p 82 | " " |
| Identify the first 10 amendments as the Bill or Rights | Chapter 7, pp 83-85 | " " |

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CITIZENSHIP/ESL PROGRESS REPORT FOR NON-INTENSIVE COURSE
Median level B2 (SPL 4)

**Instructions: Keep a progress report for each student. Check off each competency as it is completed by the student. The signature indicates that the student has seen the report.**

CITIZENSHIP COMPETENCIES

____ Answer personal ID information for amnesty/citizenship interview
____ Identify country of origin on a world map
____ Identify U.S. on world map/globe
____ Identify Virginia on a U.S. map
____ Identify the type of government the U.S. has
____ Identify and describe the U.S. flag
____ Identify the number of states in the U.S.
____ Identify the three branches of government
____ Identify the branch of government in which Congress works
____ Identify the Capitol as the building where Congress works
____ Name the Virginia Senators
____ Name the Representative for Arlington
____ Identify the branch of government where the President works
____ Identify the White House as the residence of the U.S. President
____ Identify the branch of government where the Supreme Court works
____ Identify the Supreme Court Building as the place where the Supreme Court meets
____ Identify the U.S. as a representative form of government
____ Identify the three levels of government
____ Name the governor of Virginia
____ Identify the type of government that Arlington has
____ Identify the Constitution as the supreme law of the land
____ Identify the first 10 amendments as the Bill of Rights

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ESL COMPETENCIES

____ Answer questions about self-identification
____ Ask for and give directions using a map
____ Name and identify colors
____ Describe current occupation and duties
____ Describe symptoms of illnesses and causes of injuries
____ Ask for and recommend remedies
____ Make a medical appointment
____ Respond to instructions by medical personnel
____ Follow instructions on prescription labels
____ Report an emergency using the telephone
____ Describe articles of clothing in terms of color, size, etc.
____ Ask and answer questions of location within a building
____ Identify coins/bills by name and value
____ Read and Interpret price tags and sale signs
____ Return merchandize
____ Request information in a post office

_____ _____
STUDENT'S SIGNATURE DATE

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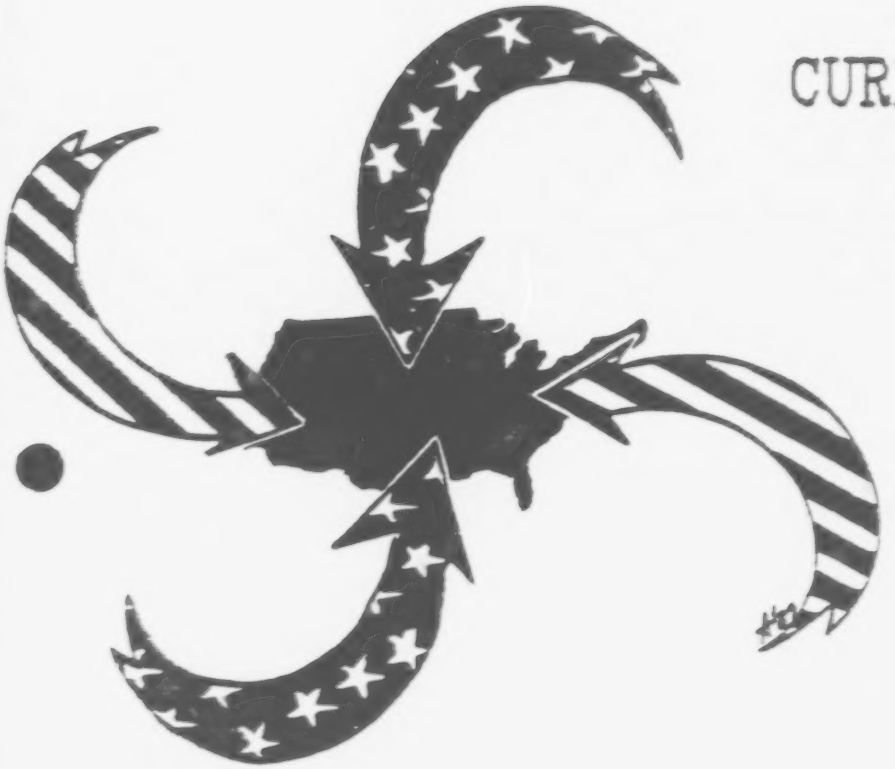
# HISTORY AND GOVERNMENT

# CURRICULUM GUIDE



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# HISTORY AND GOVERNMENT

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# UNIT I — COURSE OUTLINE
# AMERICAN HISTORY


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This is a thirty hour course - one and a half hours per class. This class may be combined with the thirty hour government course in Section II to make a sixty hour INS approved course.

This curriculum was based on the Federal Citizenship Text Series.

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ACKNOWLEDGEMENTS

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Edith Williams, Curriculum writer

Cathy Shank, Editor

William Anderson: Cover Design

# CITIZENSHIP CLASS
# AMERICAN HISTORY AND GOVERNMENT

## INTRODUCTION

The following is a course outline for an intensive sixty-hour History and Government Course designed to meet the needs of ELA's (Eligible Legalized Aliens). The course is divided into two sections: SECTION I - AMERICAN HISTORY and SECTION II- AMERICAN GOVERNMENT. Both sections are based on the Federal Citizenship Text Series and provide the sixty hours of instruction necessary to meet the second stage requirements indicated in the Federal Register for obtaining a "Certificate of Satisfactory Pursuit."

## COURSE GOALS

* To help students understand America today through study of the men, events and ideas that have shaped our society and our relationship to other nations.

* To help students understand our system of government: its basic principles, organization and functions.

* To help students understand the role of the individual citizen within our society including citizen participation in the government.

* To help students master the specific content which is required for the citizenship examination and for becoming a permanent resident under IRCA (Immigration Reform and Control Act).

* To help students increase their test taking skills through practice in answering oral and written questions.

* To help students increase their reading, writing, listening and speaking skills in English.

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## CLASS ORGANIZATION

The following is one possible organization for an hour and a half lesson. The instructor may want to vary the sequence by sometimes starting with reading or through other changes. The important thing is for the students to have a chance to get the information through both listening and reading as this will provide reenforcement and enable those who are weak in one skill to get the information through the other. It will also help the students strengthen both skills. As the students need to be working on English as well as learning the content, each lesson would include practice in listening, speaking, reading and writing.

## A POSSIBLE LESSON SEQUENCE

1. Oral review questions on material from earlier lessons. Students answer orally.

2. Student question period. Students ask about anything they do not understand or want more information on.

3. Announce the topic of the day. Elicit what students already know about the topic.

4. Oral presentation of information:

   This could be lecture or lecture/discussion. As key vocabulary comes up, write the word on the board and give a brief explanation. This can often be done in the context of the lecture; for example, "Today we're going to talk about 'amendments', that is changes or additions to the constitution." If possible, get the students to wait until later to copy the words.

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5. Comprehension check:

Students ask the instructor questions. Instructor asks students questions. If there is time, additional practice involving more language use can take place. For example:

a. Ask students to give an oral summary of what they learned.

b. The instructor repeats the lecture orally but puts in some wrong information. Students yell "no" when they hear an incorrect fact and provide the correct information.

c. Students write questions about the lesson content; class checks for grammar; students write answers to questions; check; students practice quizzing each other in pairs.

d. Students dictate the information to one student at board. Class works together to correct the English, and, if necessary, the information. Instructor acts as consultant and final judge.

e. The instructor gives students a dictation covering some of the most important content.

6. Vocabulary practice.

Check students understanding of the words written on the board earlier. This can be done by asking students for definition or giving the definitions and having students give you the word.

Practice pronunciation of each word.

Give students a few minutes to copy the list and make whatever notes they want. Circulate while they do this so they can check pronunciation or meaning with you easily.

7. Reading practice:

Students read silently. Students volunteer to read aloud. Students work on written exercises. If there is time, go over them in class; if not, collect and go over as part of the review at the beginning of your next class.

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8. Final review:

Questions on this and previous lessons. Vary the format; sometimes oral questions and answers, sometimes written questions and answers. INS examiners can use any of these approaches so students need practiced with all of them.

## STUDENT EVALUATION

Written:

Students could be given a written midterm and final exam. The final should cover the whole course.

Oral:

At the end of each unit the teacher will conduct an oral evaluation of each student to determine his/her mastery of the content of that unit.

The oral evaluation will be based on a brief individual interview with each student. Guidelines for material to be covered and interview procedures will be provided.

This oral evaluation will be combined with a unit review session so that students not being interview can be working on written activities. These activities will be designed to help the students integrate the facts they have covered in the unit just completed.

If there is time remaining in the review/evaluation session after the completion of the interviews, the students will discuss questions or issues dealing with material in the unit. Again the purpose will be to help them think about what they have learned and pull it all together for better understanding.

Progress Report:

A written progress report will be kept for each student based on the results of the oral and written evaluations. These forms list the competencies the students need to accomplish. The instructor should check off each competency as it is demonstrated by the student. The student's

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# UNIT I EUROPEAN DISCOVERY AND SETTLEMENT

OBJECTIVES

**Upon completion of this unit students will be able to:**

* Explain what happened on the following dates: 1492, 1607, 1620, 1754 - 1763
* Name the inhabitants of America before its discovery by Europeans
* List three reasons why colonists came to America
* Name the thirteen colonies
* Identify the Mayflower Compact
* Discuss the beginning of religious freedom in the colonies
* Discuss the beginning of representative government in the colonies
* List three reasons for the growing tension between England and the colonies after the French and Indian War

**UNIT PREPARATION**

**Guide Questions:** To be presented to students as a framework for understanding the information in this unit

1. Where did the first American settlers come from?
2. When did they come?
3. Why did they come?
4. Where did they settle
5. What ideas did the settlers have about government and individual rights?

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## LESSON 1 - EARLY EXPLORATION AND SETTLEMENT

### THEMES

- Possibility of a better life - mobility
- Importance of individual initiative
- Right/duty of the individual to follow own conscience
- Belief that power of government comes from consent of governed
- Belief in importance of a written plan for government

### CONTENT

A. The Americas in 1400 - unknown to Europeans; Native Americans: originally from Asia via land bridge; many different cultures, languages. . .

B. Discovery by Columbus - 15th century Europe: belief in flat world; importance of spice trade; search for new route to Asia; Columbus and his journey: belief in round world; Spanish ships; problems on the journey, discovery of New World, naming of Indians, other three voyages.

C. Early Settlements in North America - Jamestown: 1607, in Virginia, first successful English settlement; Plymouth: 1620, in Massachusetts, Pilgrims and their reasons for coming, Mayflower and Mayflower Compact, first winter, relations with Indians, first Thanksgiving.

**READING:** United States History 1600-1987 - Level 1, pp. 3 - 8

### REVIEW QUESTIONS

1. Who was living in America when the Europeans first came?
*2. When did Columbus discover the Americas?
3. What was he looking for?
*4. What was the first successful English colony in North America?
*5. Where was it?
*6. When was it started?
*7. Who were the Pilgrims?
*8. Why did they come to America? When did they come?
9. What is the Mayflower Compact?
10. Why is it important?

## LESSON 2 - THE COLONIAL PERIOD

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# LESSON 2 - THE COLONIAL PERIOD

## THEMES

- Possibility of a better life - mobility
- Citizen participation in government
- Right/duty to follow own conscience - freedom of religion
- division of power between local and central government
- Multi-ethnic society
- America as a nation of immigrants

## CONTENT

A. The Colonies - names; regional differences (agriculture in South, industry and trade in North).

B. The Colonists - where from; why came to U.S.

C. Colonial Governments - relationship with England; representative government and religious freedom - differences among colonies.

READING: United States History 1600-1987 - Level 1, pp. 8 - 13

## REVIEW QUESTIONS

*1. Name the thirteen colonies.
2. Where did the colonists come from?
3. In what ways were the colonies the same? In what ways were they different?
4. Which colonies allowed the most religious freedom?

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# LESSON 3 - THE FRENCH AND INDIAN WAR

## THEMES

- Increasing sense of separation from England
- Growing Identity as Americans

## CONTENT

A. Causes - War in Europe; conflicting land claims in North America; increasing sense of separation from England; growing identity as Americans.

B. The War - 1754-1763; French helped by Indians; Early French victories; English victories; Treaty of Paris: 1763, French loss of colonies to English.

C. Results - Colonists gain self-confidence in war; feel less dependent on England; have become accustomed to loose control by England; at end of wars with France England wants to tighten control on the colonies.

READING: United States History 1600-1987 - Level 1, pp. 15 - 17

## REVIEW QUESTIONS

1. When did the French and Indian War begin?
2. When did it end?
3. Where was the French and Indian War fought?
4. Who were the French fighting? Why?
5. Why is it called the French and Indian War?
6. Who won the war?
7. How did the colonists benefit from the war?
8. What change did England want to make after the war?

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## LESSON 4 - UNIT REVIEW

1. Vocabulary:

   colony/colonist
   democracy
   explorer
   Mayflower
   Mayflower Compact
   native american
   religious freedom
   representative government

2. Go over the review questions at the end of each lesson.

3. Putting it all together:

   a. Where did the American colonists come from?

   b. Why did they come?

   c. Where did they settle? Demonstrate on a map?

   d. What were their ideas about government and about individual rights?

4. Discussion:

   a. Why do people come to America today? Are their reasons the same as those of the early colonists?

   b. What problems face new arrivals in America today? Are they the same as those of the colonists or different?

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# UNIT II — AMERICA BECOMES INDEPENDENT

## OBJECTIVES

**Upon completion of this unit students will be able to:**

* List three British laws the colonists felt to be unjust
* Identify the Declaration of Independence
* State the major principles expressed in the Declaration of Independence
* Explain the significance of the following dates: 1775, 1776, 1781, 1789
* Identify the Constitution and its importance for America's system of government
* Identify the Bill of Rights
* Explain why many people felt it was important to add the Bill of Rights to the Constitution immediately
* List five of the rights protected by the Bill of Rights

## UNIT PREPARATION

**Introduce/Review:**

1. The relationship between the colonies and England in 1763
2. The general location of the colonies
3. The type of governments which had developed in the colonies
4. The ideas about individual rights that were held in the colonies

**Guide Questions:**

1. How did America become an independent country?
2. How did the thirteen separate colonies unite to form a national government?
3. What were the principles of the government?

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## LESSON 5 - THE REVOLUTIONARY WAR

### THEMES

- Belief in the rights of the individual
- Belief in equality
- Belief in the individuals right/duty to protest unjust laws
- Growing identity as Americans
- Belief that governments should rule with the consent of the governed

### CONTENT

A. Growing Tensions - colonists: sense of identity as Americans, accustomed to loose control by England, belief in their rights as Englishmen; England: wanted to tighten control of colonies - restrictions on trade, new taxes, restrictions on westward migration, quartering of soldiers.

B. Colonial Response - Boston Tea Party; First Continental Congress

C. The War Begins - Lexington; Washington as Commander in Chief; help from abroad.

D. The Declaration of Independence - purpose; written by Thomas Jefferson; signed July 4, 1776 in Philadelphia; July 4 as national holiday; philosophy expressed in Declaration.

E. End of War - surrender at Yorktown, 1781; peace treaty 1783.

**READING:** United States History 1600-1987 - Level 1, pp. 18 - 27

### REVIEW QUESTIONS

1. What were the causes of the Revolutionary War?
2. What was the purpose of the First Continental Congress?
3. When was the first battle of the war?
4. Where did it take place?
5. Who was the leader of the American army?
6. What is the Declaration of Independence?
7. Who wrote it? When? Why?
8. Why is July 4 a national holiday?
9. When did the Revolutionary War ended?

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# LESSON 6 THE CONSTITUTION (1)

## THEMES

- o Belief in the importance of a written plan for the government.
- o Fear of too much power on the part of the central government.

## CONTENT

A. The U.S. under the Articles of Confederation - thirteen states; weak central government; problems and strengths of the Articles.

B. The Constitutional Convention - called in 1787, representatives from twelve states; agreement on need for stronger federal government and protection of people's freedoms; the Great Compromise.

**READING:** United States History 1600-1987 - Level 1, pp. 27 - 34

## REVIEW QUESTIONS

*1. What were the Articles of Confederation?
*2. What problems did the U.S. have under the Articles of confederation?
*3. What was the purpose of the Constitutional Convention?
*4. When did the Constitutional Convention take place?
5. What issues did the delegates agree on?
6. What was the Great Compromise?

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# LESSON 7 - THE CONSTITUTION (2)

## THEMES

- Fear of too much power on the part of the government.
- Belief in the rights of individuals

## CONTENT

A. Completion of the Constitution - other issues and compromises: slavery, tariffs, the presidency, the Bill of Rights; signed 1787.

B. Ratification - state conventions called; Federalists and Anti-Federalists; eventually ratified by all thirteen states.

C. Philosophy and Interpretation - federalism; strict interpretation; loose interpretation.

**READING:** United States History 1600-1987 - Level 1, pp. 35 - 48

## REVIEW QUESTIONS

*1. When was the Constitution signed?
*2. What is the Bill of Rights?
*3. When did the Bill of Rights become part of the Constitution?
*4. How many states needed to agree to accept the Constitution before it could become law?
5. What is federalism?
6. What is meant by a "strict" interpretation of the Constitution?
7. What is meant by a "loose" interpretation of the Constitution?

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## LESSON 8 - UNIT REVIEW

1. Vocabulary:

   Amendment
   Centralized government
   Compromise
   Constitution
   Decentralized government
   Federalism
   Independence
   Principle
   Rights

2. Go over the review questions at the end of each lesson.

3. Putting It All Together:

   a. What were the events leading up to the Revolutionary War?

   b. What principles of government are expressed in the Declaration of Independence?

   c. What were some of the problems facing America after independence?

   d. What type of government was created by the Constitution?

   e. What are some freedoms protected by the Bill of Rights? Give examples to show what those freedoms would mean in the life of the individual.

4. Discussion:

   If any of the students are from countries which also gained independence from a colonial power, discuss the differences and similarities between the events through which the two countries gained their independence.

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# UNIT III THE NEW NATION

## OBJECTIVES

**Upon completion of this unit students will be able to:**

* Name the first president
* Name the first two political parties in the United States
* State two differences between those two political parties
* Name the second president of the U.S.
* Describe America's foreign policy under the first two presidents
* Identify the Louisiana Purchase
* Explain the causes of the War of 1812
* Identify the Star Spangled Banner
* Name the writer of the Star Spangled Banner
* Identify the Monroe Doctrine
* State the dates of the Civil War
* Explain the main causes of the Civil War
* Name the president at the time of the Civil War
* Identify the Emancipation Proclamation
* Discuss the results of the Civil War

## UNIT PREPARATION

**Introduce/Review:**

1. Date on which America became an independent nation.

2. Extent of American territory in 1783.

3. Regional differences including the role of slavery in the economy of the South.

**Guide Questions:**

1. Who were America's first political leaders?

2. How much new land did America gain between 1783 and 1865?

3. How did America get these new territories?

4. What were the causes and results of America's civil war?

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# LESSON 9 POLITICAL DEVELOPMENT

## THEMES

o Development of the two party system - belief that people should have a choice between two or more candidates; belief that candidates should represent different views.

## CONTENT

A. First President - 1789; George Washington: his background, chosen unanimously, established precedents - advisers known as Cabinet, loose interpretation of the Constitution, his birthday as national holiday.

B. Beginning of Political Parties - Federalist and Democratic-Republican: leaders, party members, ideas.

C. Adams as President - election of 1796: Washington's Farewell Address, Adams versus Jefferson; foreign policy under Adams.

READING: United States History 1600-1987 - Level 1, pp. 45 - 53

## REVIEW QUESTIONS

*1. Who was the first president?
2. When did he become president?
3. What precedents did he establish?
4. What were the first two political parties in the U.S.?
5. What were the differences between them?
6. Who was the second president?
7. Which party did he belong to?
8. What were some of the issues during the Adams administration?

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# LESSON 10 - EXPANSION AND CONFLICT

## THEMES

- Possibility of a better life - mobility
- Distrust of European powers

## CONTENT

A. Early Expansion - reasons for expansion; Northwest Territory; Louisiana Purchase; Florida Purchase, result of expansion.

B. International Relations - War of 1812: war in Europe, American disputes with Britain, U.S. desire for expansion, declaration of war; the Star Spangled Banner, Treaty of Ghent; results of the war; the Monroe Doctrine.

**READING:** United States History 1600-1987 - Level 1, pp. 65 - 71

## REVIEW QUESTIONS

1. What were some of the areas being settled after the Revolutionary war?
*2. What was the Louisiana Purchase?
3. Why was it important?
4. What were some of the causes of the War of 1812?
*5. Who wrote the Star Spangled Banner?
6. When did he write it?
*7. Why is it an important song for Americans?
8. What were some results of the War of 1812?
9. How did the United States get Florida?
10. What is the Monroe Doctrine?

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# LESSON 11 - THE CIVIL WAR

## THEMES

- Belief in need to compromise in order for government to function
- Conflict between national unity and/or individual rights and states rights
- Expansion of equality
- Importance of regional differences

## CONTENT

A. Roots of Conflict - slavery: as viewed by North and South, as issue in Westward expansion - Missouri Compromise, Compromise of 1850. Kansas-Nebraska Act; economic differences; fight for political power; disagreement on nature of union; election of Lincoln.

B. War - 1861-1865; Secession; Fort Sumter; Grant and Lee; Gettysburg Address; Emancipation Proclamation; Lee surrenders

C. Aftermath - assassination of Lincoln; reconstruction; 13th, 14th and 15th amendments.

**READING:** United States History 1600-1987 - Level 1, pp. 81 - 98

## REVIEW QUESTIONS

1. When did the Civil War begin and end?
*2. What were some causes of the Civil War?
*3. Who was president during the war?
4. Who led the Northern Army?
5. Who led the Southern Army?
*6. What was the Emancipation Proclamation?
*7. Why is the Gettysburg Address famous?
8. When was President Lincoln killed?
9. What was reconstruction?
10. How did the North and South feel about one another at the end of the war?

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## LESSON 12 - UNIT REVIEW

1. Vocabulary:

Two-party System
Candidate
Federalist
Democratic
Republican
Expansion
Civil War
Slavery
Secession
Emancipation Proclamation

2. Go over the review questions at the end of each lesson.

3. Putting it all together:

   a. What were the differences between the first two political parties? What are the two main political parties now and how do they differ?

   b. Name three territories acquired by the U.S. in its early expansion and explain how they were gained?

   c. Why was the emancipation of slaves an issue in the Civil War?

   d. Why is Abraham Lincoln honored?

4. Discussion topics:

   a. How does a civil war differ from wars fought against other nations?

   b. How is the Monroe Doctrine used to justify U.S. interventions in the present?

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# UNIT IV — THE NATION GROWS

## OBJECTIVES

**Upon completion of this unit students should be able to:**

* Discuss the causes and results of the Mexican American War
* Identify the role of the following in the settlement of the West: the Gold Rush, the Homestead Act, Manifest Destiny
* Identify the territory gained for America at the end of the Spanish American War
* Name two major industries in late 19th century U.S.
* Name three American inventors and their inventions
* Name two early labor unions
* Describe the role of labor unions
* Identify the original nationalities of the main groups of immigrants who came to the U.S. in the 19th century
* Name three ways in which immigrants contributed to American national development
* Name two famous immigrants and explain the reasons for their fame

## UNIT PREPARATION

**Introduce/review:**

1. Extent of U.S. territory before the Mexican American War

2. State of industrialization in mid 19th century U.S.

**Guide Questions:**

1. How did the U.S. grow in territory during the second half of the 19th century?

2. What economic changes took place in America during this period?

3. What role did immigrants play during this period?

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# LESSON 13 - THE WESTWARD MOVEMENT AND OVERSEAS ACQUISITIONS

## THEMES

- Possibility of a better life - mobility
- Beginning of belief in international involvement

## CONTENT

A. The Mexican-American War - causes; results

B. Settling the West - The Gold Rush; the Homestead Act; relations with Native Americans; belief in Manifest Destiny

C. Beyond Our Borders - Spanish American War: acquisition of Puerto Rico, Guam and the Philippines; Alaska; Hawaii

**READING:** United States History 1600-1987 - Level 1, pp. 71 - 78, 101

## REVIEW QUESTIONS

1. What does Manifest Destiny mean? Who believed in this idea?
2. What country did the southwest belong to before it became part of the United States?
3. What are the two main ways the United States gained new territory during this period?
4. What territories did the U.S. gain in the Spanish American War?
5. What were some reasons that people decided to move West?

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# LESSON 14 - INDUSTRIES GROWTH

## THEMES

- o Big business as an important economic and political force
- o Organizing as way to protect own interests/work for a cause
- o Belief in progress through technology
- o Importance of individual initiative (inventions)

## CONTENT

A. Economic Development - basis for industrialization: natural resources, available labor force, tariff barriers, expanding internal markets; major industries in the late 19th century: iron and steel, railroads

B. Important inventions - Whitney; Edison; Bell; Ford etc.

C. Development of Labor Unions - poor working conditions; early unions: Knights of Labor, AFL; use of strikes; results of union activity; unions today

**READING:** United States History 1600-1987 - Level 1, pp. 103-106, 110 - 111

## REVIEW QUESTIONS

1. What were some reasons for rapid industrialization in the U.S.?
2. What were two important industries in America in the late 1800's?
3. Name three important inventions made by Americans. Who were the inventors? Why were the inventions important?
4. What is a labor union?
5. Why were they first organized?

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# LESSON 15 - IMMIGRATION TO THE U.S.

## THEMES

- o Possibility of a better life - mobility, physical and social
- o America as a land of immigrants.

## CONTENT

A. Pre-Civil War - from Ireland, Germany, China: Why they came; their life in the U.S.

B. Later immigrants - from Southern and Eastern Europe;American reactions;immigration laws;present day immigration

C. Immigrations' contributions to America - as scientists, artists, workers, farmers, inventors etc; famous immigrants: Pulitzer, Einstein etc.

READING: United States History 1600-1987 - Level 1, pp. 106-109

## REVIEW QUESTIONS

1. Where did the 19th century immigrants come from?
2. Why did they come?
3. Why did some Americans want to limit immigration?
4. What were some ways immigrants have helped the United States?

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## LESSON 16 - UNIT REVIEW

1. Vocabulary:

   Gold rush
   Homestead Act
   Immigration
   Immigrant
   Industrialization
   Invention
   Labor union
   Manifest Destiny
   Restrictions
   Tariff barriers

2. Go over the review questions at the end of each lesson.

3. Putting It All Together:

   1. What new territories did the U.S. acquire after 1840?

   2. What other changes took place in the U.S. in the second half of the 19th century?

4. Discussion.

   1. What benefits do you think industrialization brings to a country? What problems?

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# UNIT V - THE UNITED STATES IN THE TWENTIETH CENTURY

## OBJECTIVES

**Upon completion of this unit students will be able to:**

* Explain the importance of the following dates: 1914 - 1918,1939 - 1945, December 7, 1941, August 6, 1945
* Name two of the causes of World War I
* Explain the reasons for U.S. entry into World War I
* Name two of the causes of World War II
* Explain the reason for the U.S. entry into World War II
* Identify the United Nations
* Define the Cold War
* Name two wars the U.S. has been involved in since 1945
* Describe the outcome of each of these wars
* State one of the reasons for the U.S. involvement in Vietnam
* Discuss Americans' reactions to the Vietnam War
* Define the Civil Rights Movement
* Identify Martin Luther King and explain his importance in the Civil Rights Movement
* Explain the situation of Blacks and other minorities in the United States before the Civil Rights Movement
* Identify Watergate
* Explain why President Nixon resigned
* Discuss Americans reaction to Watergate

## UNIT PREPARATION

**Review/introduce:**

1. America's traditional policy of isolationism

2. The position of minorities especially Blacks in the U.S. at the beginning of the 20th century.

**Guide Questions:**

1. How did the U.S. become a major world power in the 20th century?

2. What have been some major changes in American society during the second half of this century?

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# LESSON 17 - THE U.S. BECOMES A WORLD POWER

## THEMES

- Conflict between isolationism and belief that U.S. needs to/should be involved internationally

## CONTENT

A. World War I - dates; causes; Allies and Central powers; U.S. role: isolationism, entry into war - date and reasons; end of war

B. World War II - dates; causes; allies and Axis powers; isolationism versus desire to help Allies in the U.S.; Pearl Harbor; D-Day; end of war in Europe; Hiroshima and Nagasaki

**READING:** United States History 1600-1987 - Level 1, pp. 119-122; 135 - 141

## REVIEW QUESTIONS

*1. When did World War I begin and end?
2. What were some of the causes of World War I?
*3. When did the U.S. enter World War I? Why?
4. What countries won the war?
5. What were some of the causes of World War II?
*6. When did World War II begin and end?
*7. What caused the U.S. to enter World War II?
*8. Who did the U.S. fight in World War II?
9. What happened at Hiroshima and Nagasaki?

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# LESSON 18 - INTERNATIONAL RELATIONS 1945 - 1975

## THEMES

- o Belief in need for international involvement
- o Fear of Communism
- o Belief in the individual's right/duty to protest government action considered wrong.

## CONTENT

A. United Nations - founding; purpose

B. The Cold War - spread of Communism and American reaction; NATO; Mainland China and Taiwan; the arms race; the Cuban Missile Crisis.

C. War - The Korean War: dates; causes; U.S. involvement; outcome; the war in Vietnam: background; U.S. involvement; reaction in U.S.; American withdrawal; North Vietnamese victory.

**READING:** United States History 1600-1987 - Level 1, pp. 145-147; 149 - 153.

## REVIEW QUESTIONS

1. When was the United Nations started?
2. Why was the United Nations started?
3. What was the Cold War?
4. Whom did Americans fight in the Korean War?
5. What different groups were fighting in Vietnam?
6. When did the war in Vietnam end?
7. What was the outcome of the Vietnam War?

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# LESSON 19 - DOMESTIC ISSUES 1945 -1975

## THEMES

- o Belief in equality
- o Belief in the right/duty to protest unjust laws or government actions
- o Organizing to bring about change
- o Demonstrations as a way of influencing public policy
- o Belief that government officials are not above the law

## CONTENT

A. Civil Rights Movement - background: segregation and discrimination; protest; changes in the law: Brown versus Board of Education; the Civil Rights Act; Martin Luther King: philosophy of non-violence; Nobel Peace Prize; assassination; Martin Luther King Day as national holiday.

B. Watergate - break in; investigation and cover up; Nixon resigns; effect of Watergate.

**READING:** United States History 1600-1987 - Level 1, pp. 147-149; 154 - 159

## REVIEW QUESTIONS

1. How were Blacks and other minorities discriminated against in the U.S.?
2. What was Brown versus The Board of Education? Why was it important?
3. What did the Civil Rights Act do?
4. Who was Martin Luther King?
5. Why was he important
6. What did he believe?
7. How did he die?
8. Why did President Nixon resign?

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# LESSON 20 - FINAL EXAM

1. Vocabulary:

   Isolationism
   Allies/Alliance
   Axis powers
   The Cold War
   NATO
   Civil Rights
   segregation/desegregation
   discrimination
   non-violence

2. Go over the review questions at the end of each lesson.

3. Putting it all together:

   a. Which nations were U.S. allies in World War I? In World War II?

   b. Why did the U.S become a super power following World War II?

   c. How has U.S. attitude concerning communism effected its entry into civil wars in other countries?

   d. How has the position of minorities in the U.S. changed since the Civil Rights Act?

4. Discussion topics:

   a. Which nations are currently super powers? Do you think the U.S. still values isolationism?

   b. How has the Cold War affected current attitudes toward the Soviet Union?

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# AMERICAN HISTORY PROGRESS REPORT

**Instructions:** Keep a progress report for each student. Check off each competency as it is completed by the student. The signature indicates that the student has seen the report.

**UNIT I. EUROPEAN DISCOVERY AND SETTLEMENT**

____ Explain what happened on the following dates: 1492, 1607, 1620, 1754 - 1763
____ Name the inhabitants of America before its discovery by Europeans
____ List three reasons why colonists came to America
____ Name the thirteen colonies
____ Identify the Mayflower Compact
____ Discuss religious freedom in the colonies
____ Discuss representative government in the colonies
____ List three reasons for tension between England and the colonies after the French and Indian War

**UNIT II - AMERICA BECOMES INDEPENDENT**

____ List three unjust British laws
____ Identify the Declaration of Independence
____ State major principles in the Declaration of Independence
____ Explain the significance of the following dates: 1775, 1776, 1781, 1789
____ Identify the Constitution and its importance for the U.S. system of government
____ Identify the Bill of Rights
____ Explain the importantance of adding the Bill of Rights to the Constitution immediately
____ List five of the rights protected by the Bill of Rights

**UNIT III THE NEW NATION**

____ Name the first two presidents of the U.S.
____ Name and state differences between the first two political parties in the U.S.
____ Describe America's foreign policy under the first two presidents
____ Identify the Louisiana Purchase
____ Explain the causes of the War of 1812
____ Identify the Star Spangled Banner and name its writer
____ Identify the Monroe Doctrine
____ State the dates of the Civil War and explain its main causes
____ Name the president at the time of the Civil War
____ Identify the Emancipation Proclamation

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____ Discuss the results of the Civil War

**UNIT IV - THE NATION GROWS**

____ Discuss the causes and results of the Mexican American War
____ Identify the role of the Gold Rush, the Homestead Act, and Manifest Destiny
____ Identify the territory gained by the U.S. at the end of the Spanish American War
____ Name two major industries in late 19th century U.S.
____ Name three American inventors and their inventions
____ Name two early labor unions and describe their role
____ Identify the nationalities of 19th century U.S. immigrants
____ Name three contributions by immigrants to U.S. national development
____ Name two famous immigrants and explain their fame

**UNIT V - THE UNITED STATES IN THE TWENTIETH CENTURY**

____ Explain the importance of the following dates: 1914-1918, 1939-1945, December 7, 1941, August 6, 1945
____ Name two of the causes of World War I
____ Explain the reasons for U.S. entry into World War I
____ Name two of the causes of World War II
____ Explain the reason for the U.S. entry into World War II
____ Identify the United Nations
____ Define the Cold War
____ Name two wars the U.S. has been involved in since 1945 and describe the outcome of each
____ State one reason for the U.S. involvement in Vietnam
___ Discuss Americans' reactions to the Vietnam War
____ Define the Civil Rights Movement
____ Identify Martin Luther King and explain his importance in the Civil Rights Movement
____ Explain the situation of Blacks and other minorities in the U.S. before the Civil Rights Movement
____ Identify Watergate
____ Explain why President Nixon resigned
____ Discuss Americans' reaction to Watergate

_____ _____
STUDENT'S SIGNATURE DATE

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# UNIT II - COURSE OUTLINE
# AMERICAN GOVERNMENT


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This is a thirty hour course - one and a half hours per class. This may be combined with the thirty hour history course in Section I to make sixty hours.

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# UNIT I FOUNDATIONS

## OBJECTIVES

**Upon completion of this unit the students will be able to:**

* Describe the type of government we have in the U.S
* Define a democracy
* Define a republic
* State the number of states in the U.S.
* Name the two newest states
* Identify the Constitution
* Explain the importance of the Constitution
* Identify the Bill of Rights
* Explain the importance of the Bill of Rights
* State the number of constitutional amendments
* Explain the procedure for amending the Constitution
* Name the three levels of government
* Explain the meaning of the phrase "separation of powers" and its importance in the American form of government
* Explain the meaning of the term "checks and balances" and its role in American government

## UNIT PREPARATION

**Guide Questions:**

These are to be presented to the students in order to provide a framework for understanding the information to be covered in this unit. Students will be expected to be able to discuss these questions by the end of the unit

1. What type of government does the United States have?

2. What are the main philosophies on which that government is based?

3. How are these philosophies carried out in the organization and procedures of the U.S.government?

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# LESSON 1 - INTRODUCTION TO THE U.S.

## CONTENT

- The Land - 50 states; Alaska and Hawaii most recently added; varied climate and terrain; capital city, Washington, D.C.
- The People - a nation of immigrants; a multi-ethnic society.
- The Government - Federal, State and Local levels; philosophy of government: democratic, recognition of individual rights, limitations on government power; type of government republic.

## REVIEW QUESTIONS

*1. How many states are there in the United States?
2. What are the two newest states?
3. Why is America called a nation of immigrants?
*4. What are the three levels of government in the U.S.A.?
*5. What type of government does America have?

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## LESSON 2 - THE CONSTITUTION

### CONTENT

- Definition - a written plan of government; the highest law of the land.
- Historical background - America newly independent; need of a new government; convention of 1787 to write a Constitution.
- Basic Provisions - creation of a republic; separation of powers into three branches; establishment of powers of each; procedures for amendment.
- The Bill of Rights - why important; provisions

**READING:** U.S. GOVERNMENT STRUCTURE, pp 3-10

### REVIEW QUESTIONS

*1. What is the Constitution?
*2. When was it written?
*3. Can it be changed?
*4. What is the Bill of Rights?
*5. Why is it important?
*6. What rights are given in the first ten amendments?
 7. What are the main principles of the Constitution?

*Questions most likely to be asked on the citizenship exam.

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# LESSON 3 - AMENDMENTS TO THE CONSTITUTION

## CONTENT

- Number of Amendments - 26
- Amendment Procedures
- Provisions of amendments 11 - 26

**READING:** U.S. GOVERNMENT STRUCTURE, pp.10-12

## REVIEW QUESTIONS

*1. How many amendments are there?
*2. How can the Constitution be amended?
*3. What is the 13th amendment?
*4. What is the 15th amendment?
5. What is the 22th amendment?
6. What is the 26th amendment?

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## LESSON 4 - UNIT REVIEW

1. Vocabulary:

   Constitution
   Separation of powers
   Checks and balances
   Democracy
   Republic
   Inherent rights
   Amendment

2. Go over the review questions at the end of each lesson.

3. Putting it all together:

   a. Describe the American form of government.

   b. What are the main principles or philosophies on which the U.S. government is based? Give an example to show what is meant by each.

   c. What is the role of the Constitution in the U.S. government?

4. Discussion Topics:

   a. Do they think it's important to have a written Constitution? Why or why not? (This is an opinion question so there is no right or wrong answer. However, students should give reasons for their opinions.)

   b. What are some other types of government that they are familiar with? How are those governments different from/similar to the U.S. government?

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# UNIT II THE FEDERAL GOVERNMENT

## OBJECTIVES

**Upon completion of this unit students will be able to:**

* Name the three branches of the federal government and the duties of each
* State the duties of the president, vice president, and cabinet
* State the qualifications for the office of president and vice president and the length of term for each
* Name the current president, vice president, and secretary of state
* Identify the two houses of Congress
* State the number of senators and representatives
* State the qualifications for the office of senator and of representative and the length of term for each
* Identify the main components of the federal court system
* Explain the role of the Supreme court
* State the number of Justice on the Supreme Court
* Name the current Chief Justice

## UNIT PREPARATION

**Introduce/Review:**

1. The Constitution as the basis of our government
2. The three branches of government established by the Constitution
3. The principles of separation of powers and checks and balances

**Guide Questions:**

1. What are the powers of each branch of the federal government?
2. How is each branch able to "check" the power of the others?

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# LESSON 5 - THE EXECUTIVE BRANCH

## CONTENT

- The President - duties; number of terms; how chosen; qualifications; current president and his party; line of succession
- The Vice President - duties; how chosen; qualifications; current vice president
- The Cabinet - how chosen; offices and duties; names of Secretary of State, Secretary of Defense, and Attorney General
- Independent Agencies - difference from Cabinet departments; names and responsibilities.

**READING:** U.S. GOVERNMENT STRUCTURE, pp. 17 - 28

## REVIEW QUESTIONS

*1. What is the job of the executive branch?
*2. What are the parts of the executive branch?
*3. What are some of the duties of the president?
*4. What are some of the duties of the vice president?
*5. What are the qualifications for being president?
6. What are the qualifications for being vice president?
7. Are both the president and vice president elected?
8. Who chooses the candidates for president?
9. What is the purpose of the national convention?
10. How often are presidential elections held?
11. Who becomes president if both the president and vice president die?
*12. What is the job of the Cabinet?
13. How many departments are represented in the Cabinet?
14. What are they?
15 Who are the members of the Cabinet?
16. What is the usual title for the head of an exec. depart.?
17. What is the title for the head of the Justice Department?
*18. Who is the current Secretary of State? Secretary of Defense? Attorney General? What are their duties?
19. Name two independent agencies and tell what they do?

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## LESSON 6 - THE LEGISLATIVE BRANCH

### CONTENT

- Two Houses - names, meet in Capitol Building in Washington
- Duties - general: make laws; shared duties; duties of House only; duties of Senate only.
- Senators - number of senators; how chosen; two from each state; length of term; qualifications; presiding officer; names of Virginia senators.
- Representatives - 435 members; 10 from Virginia; how chosen; how number from each state determined; length of term; qualifications; presiding officer; names of congressmen from Arlington.

**READING:** U.S. GOVERNMENT STRUCTURE, pp. 28 - 34

### REVIEW QUESTIONS

*1. What is the job of the legislative branch?
2. What is the legislative branch called?
*3. What are the names of the two Houses of Congress?
*4. Where does Congress meet?
5. What are some duties shared by both Houses?
6. Which House impeaches government officials?
7. Which House agrees to treaties between the U.S. and other countries?
*8. How many senators are there? How many from each state?
*9. How long is a senator's term of office?
*10. What qualifications must a person have to become a senator?
*11. How many Representatives are there in congress?
*12. How long is a representative's term of office?
*13. How is the number of representatives from each state decided?
*14. What qualifications must a person have to be a representative?
15. Can Congress pass a law that the president doesn't like? How?

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# LESSON 7 - THE JUDICIAL BRANCH

## CONTENT

- Duties - to interpret the law; to decide if a law is constitutional
- Federal Courts and special duties of each - District Courts; Circuit Court of Appeals; Supreme Court: duties; number of justices; length of term; how justices are chosen.

READING: U.S. GOVERNMENT STRUCTURE, pp. 34 - 40

## REVIEW QUESTIONS

*1. What is the job of the Judicial Branch?
2. What is a court?
*3. What is the highest court in the U.S?
4. Name the other federal courts.
5. What is an appeal?
6. What is the job of the district courts?
7. What is the job of the Court of Appeals?
*8. Which court decides if a law agrees with the constitution?
9. What is the title of a supreme court judge?
*10. How many justices are there on the Supreme Court?
*11. What is the name of the present Chief Justice?
*12. How are Supreme court Justices chosen?

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## LESSON 8 - UNIT REVIEW

1. Vocabulary:

   Executive
   Legislative
   Judicial
   Congress
   Senate
   House of Representative
   House of Congress
   Bill
   Veto
   Constitutional
   Unconstitutional

2. Go over the review questions at the end of each lesson.

3. Putting it all together:

   a. Describe the powers and responsibilities of each of the three branches.

   b. Explain how the system of checks and balances works. Use examples

4. Discussion topics:

   a. What are some laws you would like to have Congress pass?

   b. The Congress can pass a law even if the president disagrees with it. Do you think this is a good rule? Why or why not?

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# UNIT III – STATE AND LOCAL GOVERNMENT

## OBJECTIVES

**Upon completion of this unit students will be able to:**

* Describe the characteristics of state governments
* Describe the responsibilities of state governments
* Describe the structure of state governments
* Name the governor of Virginia
* Name the capital of Virginia
* Describe the relationship between state and local governments
* Describe the services provided by local governments
* Describe the main types of local governments
* Identify the governing body in Arlington County

## UNIT PREPARATION

**Review/Introduce:**

1. The three levels of government
2. The nature of representative government
3. The three branches of government at the federal level and the main duties of each
4. The idea of a written constitution as a basis for government
5. The principle of checks and balances as applied at the federal level

**Guide Questions:**

1. How are state and local governments similar to the federal government?
2. How are they different from the federal government?

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# LESSON 9 - STATE GOVERNMENT

## CONTENT

- Characteristics of State Governments - republican form of government; based on a state constitution; three branches with separation of powers.
- Responsibilities of State Governments - provide police force; regulate transportation and business within state; improve transportation system; education; joint responsibilities with federal government: health, public assistance etc.
- Types of Democratic Government at State Level - representative democracy; direct democracy: initiative, referendum; recall.
- Structure of State Governments - executive: governor, lieutenant governor, advisers; legislative: two houses in all but one state, duties, how selected; judicial: hierarchy, civil and criminal courts, trial by jury.
- The Government of Virginia - name of governor; capital of VA

READING: U.S. GOVERNMENT STRUCTURE, pp. 49 - 61

## REVIEW QUESTIONS

*1. How many states are there?
2. Do all states have a state constitution?
3. Can a state constitution disagree with the federal constitution?
4. What are the three branches of state governments?
5. What is the title of the executive branch of a state government?
6. What are his/her duties?
7. Who becomes governor if the governor dies?
*8. Who is the governor of Virginia?
9. What are some of the responsibilities of state governments?
*10. What is the capital of Virginia?

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## LESSON 10 - LOCAL GOVERNMENT

### CONTENT

- Relation between State and Local Government - local governments chartered by state.
- Authority and Responsibility - provide local services; have power to tax and to try those accused of breaking local laws.
- Types of Local Governments - city; county; township; village.
- Arlington Government - county board.

READING: U.S. GOVERNMENT STRUCTURE, pp. 65 - 70

### REVIEW QUESTIONS

1. What are the main types of local government?
2. What do these governments have in common?
3. How are they different?
4. What are some duties of local governments?
*5. What is the governing body of Arlington county?

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## LESSON 11 - CURRENT LOCAL ISSUES

### CONTENT

- Nature of issues - describe situation, existing opinions as to what should be done, how it is being publicized.
- Steps individuals are currently taking to deal with the situation.
- Students own opinions as to what should be done.

### RESOURCES

Newspapers, radio, televisions, public hearings etc. If possible get the students to start following the designated issues in the media a week or two in advance.

### REVIEW QUESTIONS

1. What do we mean by an "issues"?
2. What is an issue currently facing your community?
3. What are some ways people can become informed about local issues?
4. What are some ways people can influence decisions about an issue?

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## LESSON 12 - UNIT REVIEW

1. Vocabulary:

   County
   Petition
   Mayor
   Governor
   Council
   Board

2. Go over the review questions at the end of each lesson.

3. Putting it all together:

   a. How are state governments similar to the federal government?

   b. What are some similarities and differences between state and local governments

   c. What are some ways in which the individual can influence state and local governments?

4. Discussion Questions:

   a. What do you like about the county you live in? What don't you like?

   b. What changes do you think should be made in local laws?

   c. Do you think your county and state provide enough services?

   d. If not, what more should they do? How should they pay for it?

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# UNIT IV THE POLITICAL PROCESS

## OBJECTIVES

**Upon completion of this unit students will be able to:**

* Explain the requirements for voting
* Describe voting procedures
* Identify which major public offices are held by elected officials
* Identify the two main political parties in the U.S.
* Describe some of the differences between the two parties.
* Explain the process through which presidential candidates are chosen: i.e., primaries and conventions
* Discuss ways other than voting in which the individual can influence the government
* Describe some ways in which candidates try to get people to vote for them

## UNIT PREPARATION

**Introduce/Review:**

1. The nature of representative government
2. The three levels of government
3. The three branches of government
4. The main duties of the office of president, vice president, senator, representative, governor, mayor and council or board member

**Guide Questions:**

1. How are individuals able to participate in the government?
2. How are candidates chosen?
3. How do candidates try to persuade people to vote for them
4. How can the voter get information on candidates?

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# LESSON 13 - CITIZEN PARTICIPATION IN GOVERNMENT

## CONTENT

- Voting - who can vote; for whom/what: president, vice president, congress, local officials, propositions, etc.; registering to vote; when, where, and how to vote.

- Other means of influencing government policy - letters, phone calls, petitions, peaceful demonstrations, participation in organizations concerned with specific issues.

## REVIEW QUESTIONS

*1. Who can vote?
2. What is a polling place?
3. What is a ballot?
4. Do all polling places use written ballots?
5. Do the election officials know who a person votes for?
6. How do you register to vote?

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# LESSON 14 - POLITICAL PARTIES

## CONTENT

- Introduction to political parties in the U.S. - definition of political party; two main parties: Republican and Democratic; minor parties and independent candidates.
- The Democratic Party - history; view of government's role; famous Democratic presidents
- The Republican party - history; view of government's role; famous Republican presidents.
- Comparison of the main parties today - each party's stand of current issues; divisions within the parties over particular issues.

## REVIEW QUESTIONS

1. What are the two main political parties in the United States?
2. Who started the Republican Party?
3. Who started the Democratic Party?
4. Name two famous Republican presidents.
5. Name two famous Democratic presidents.
6. Is the current president a Democrat or a Republican?
7. What are some differences between the two parties?
8. Does a person have to be a Democrat or a Republican to run for president?

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# LESSON 15 - CAMPAIGNS AND CANDIDATES

## CONTENT

- Choosing and candidate - primaries; caucuses; and conventions
- The candidates (if an election year) - candidates for president and vice president and/or Congress: names, biographies, stands on main campaign issues, past records.
- The campaign - speeches; debates; paid adds.; campaign literature etc.

## REVIEW QUESTIONS

1. What is a primary?
2. What is a national convention?
3. How does the convention decide on a candidate?
4. Who are the candidates this year? (if an election year). Which party does each candidate represent?
5. What are some ways each candidate tries to get people to vote for him/her?
6. (If an election year) What are some differences between the candidates?

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## LESSON 16 - UNIT REVIEW

1. Vocabulary:

   Election
   Candidate
   Campaign
   Primary
   Convention
   Voter registration
   Ballots
   Polling place

2. Go over the review questions at the end of each lesson

3. Putting it all together:

   a. How are individuals able to influence government policy?

   b. Describe the process through which a man or woman becomes president.

4. Discussion Questions:

   a. The Constitution limits American presidents to two four year terms. Do you think this is a good idea?

   b. What would you think about when deciding who to vote for president? For Congress?

   c. What do you think of the current president? What are his good points? His weak points?

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# UNIT V CITIZENSHIP

## OBJECTIVES

**Upon completion of this unit students will be able to:**

* Describe the rights of citizens
* Describe the duties of citizens
* List requirements for becoming a citizen
* Identify the following in terms of their significance for Americans: the Flag, the Liberty Bell, The Declaration of Independence, the Statue of Liberty
* Identify the following buildings in terms of their role in the U.S. government: the Capitol, the White House
* Identify the following men in terms of their importance in U.S. history: Washington, Jefferson, Lincoln
* Describe the memorials honoring these three men.

## UNIT PREPARATION

**Guide Questions:**

1. How can one become a U.S. citizen?
2. What are the rights of citizens?
3. What are the duties of citizens?
4. What are some of America's national symbols and why are they important to Americans?

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# LESSON 17 - BECOMING A CITIZEN

## CONTENT

- Requirements - age; five years as legal resident; good moral character; knowledge of English, history and government; oath of allegiance to U.S.
- Procedures - application; interview/examination; final court hearing.
- Rights of citizens including rights of individuals stopped or arrested by police - review rights of all individuals residing in U.S.; citizens only: voting, holding public office; legal permanent residents and citizens - petitioning for relatives.
- Duties of citizens - voting; staying informed; jury duty; contributing to the community; paying taxes; serving in the armed forces.

**READING:** Citizenship Education and Naturalization Information pp. 10 -13, pp. 37 - 46.

## REVIEW QUESTIONS

*1. What requirements must a person meet in order to become a citizen?
*2. What rights are held by citizens only?
*3. What rights do non-citizens residing in the U.S. have?
*4. What are the duties of a citizen?
5. What is jury duty?
6. To which levels of government do you have to pay taxes?
7. What are the individual's rights when he/she is arrested? When stopped by the police but not arrested?

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# LESSON 18 - NATIONAL SYMBOLS I

## CONTENT

- Of the Nation - the flag: meaning of stars and stripes; meaning of colors; the pledge of allegiance: meaning of words; review: federal form of government (union of individual states), republican form of government; right guaranteed by the Constitution and amendments.
- Of Independence - Independence Hall; Liberty Bell; Review: Declaration of Independence.
- Of the Government - The Capitol; the White House; review: branches of government and duties of each.

**READING:** Citizenship Education, pp. 15 - 19, 25 - 27

## REVIEW QUESTIONS

*1. Describe the American Flag
*2. What do the stars and stripes on the flag represent?
3. Describe the kind of government we have in the U.S.?
4. Where is the Liberty Bell?
5. What does it symbolize?
*6. What is the Declaration of Independence?
*7. Where does the president live?
*8. Who meets in the Capitol?
*9. Name the three branches of government and list the duties of each.

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# LESSON 19 - NATIONAL SYMBOLS II

## CONTENT/UNIT REVIEW

- Remembering our Presidents - Washington Monument; Jefferson Memorial; Lincoln Memorial (history and description of each); contributions these presidents made to the United States.

- America as a land of Immigrants - Statue of Liberty: history, description, centennial celebration; role of immigrants in the development of this country past and present.

**READING:** Citizenship Education And Naturalization Info, pp. 23, 29 - 33

## REVIEW QUESTIONS

1. Where is the Statue of Liberty and what does it symbolize?
2. Who gave it to U.S.?
3. Describe some of the contributions made to this nation by Presidents Washington, Jefferson and Lincoln.

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## LESSON 20 - UNIT REVIEW

1. Vocabulary:

   Citizen
   Citizenship
   Jury
   Jury duty
   Memorial
   Monument

2. Go over review questions at the end of each lesson.

3. Putting it all together:

   a. Describe the steps in becoming a citizen
   b. Who cannot become a citizen?
   c. What are the rights and duties of citizens?
   d. Name one of America's national symbols and explain why it is important to Americans.

4. Discussion:

   a. What are some national symbols in your country? Why are they important to the people there?

   b. Tell about any of America's national symbols that you have visited or seen.

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# AMERICAN GOVERNMENT PROGRESS REPORT

**Instructions:** **Keep a progress report for each student. Check off each competency as it is completed by the student. The student's signature indicates that he/she has seen the report.**

## UNIT I FOUNDATIONS

____ Describe type of government in the U.S
____ Define "democracy" and "republic"
____ State the number of states in the U.S.
____ Name the two newest states
____ Identify the Constitution and explain its importance
____ Identify the Bill of Rights and explain its importance
____ State the number of constitutional amendments amd explain the amendment procedure
____ Name the three levels of government
____ Explain the meaning of "separation of powers" and "checks and balances"

## UNIT II THE FEDERAL GOVERNMENT

____ Name three branches of the federal government and the duties of each
____ State the duties of the president, vice president, and cabinet
____ State qualifications/length of term for president and vice president
____ Name the current president, vice president, and secretary of state
____ Identify the two houses of Congress
____ State the number of senators and representatives
____ State the qualifications/length of term for senator and representative
____ Identify the main components of the federal court system
____ Explain the role of the Supreme court
____ State the number of Justices on the Supreme Court
____ Name the current Chief Justice

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**UNIT III STATE AND LOCAL GOVERNMENT**

____ Describe characteristics, responsibilities and structure of state governments
____ Name the governor of Virginia
____ Name the capital of Virginia
____ Describe relationship between state and local governments
____ Describe the services provided by local governments
____ Describe the main types of local governments
____ Identify the governing body in Arlington County

**UNIT IV THE POLITICAL PROCESS**

____ Explain the requirements for voting
____ Describe voting procedures
____ Identify major public offices held by elected officials
____ Identify two main political parties in the U.S. and describe differences
____ Explain process for choosing presidential candidates
____ Discuss means used by individuals to influence government
____ Describe some campaign strategies used by candidates

**UNIT V CITIZENSHIP**

____ Describe the rights and duties of citizens
____ List requirements for becoming a citizen
____ Identify the significance of: the Flag, the Liberty Bell, the Declaration of Independence, the Statue of Liberty
____ Identify the following buildings: the Capitol, the White House
____ Identify the following men: Washington, Jefferson, Lincoln and describe the memorials honoring them.

_____ _____
STUDENT'S SIGNATURE DATE

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